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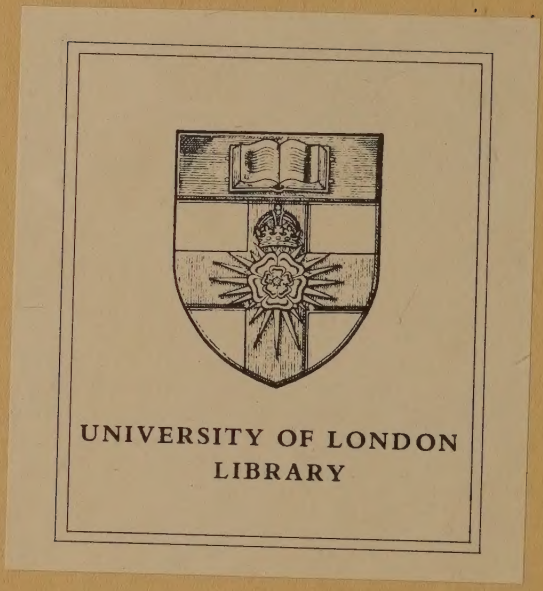

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

THIRTY-FIVE VOLUMES.

—*(16.)*—

EDUCATION (SCOTLAND).

Session

12 *March* 1894 —— 25 *August* 1894.

VOL. XXXI.

1894.

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THIRTY-FIVE VOLUMES:—CONTENTS OF THE

SIXTEENTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION (SCOTLAND):

[c. 7431–I.] Report of the Committee of Council on Education in Scotland, with Appendix, 1893-94. p. 1

General Reports:

[c. 7414.] Southern Division: General Report for 1893. 593

[c. 7414–I.] Western Division: General Report for 1893. 631

[c. 7414–II.] Northern Division: General Report for 1893. 671

Training Colleges:

[c. 7429.] Reports for the Year 1893, by (1) J. Kerr, Esq., M.A., LL.D., one of Her Majesty's Chief Inspectors of Schools; (2) The Hon. Mrs. Colborne on Needlework; (3) Sir John Stainer on Music. List of Training Colleges under Inspection. Statistics for the Year 1893. Syllabus for the Queen's Scholarship, &c. 721

[c. 7434.] Twenty-first Report by the Accountant for Scotland to the Scotch Education Department. 829

REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

1893-94.

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

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CONTENTS.

Page

REPORT - - - - - - - - - - iii

TABLES.

1. Children of School Age and on School Registers with average attendance - - - - - - - - - xxvii
2. Students in Training Colleges (under Denominations) - - - - xxix
3. Sources from which Candidates for Training are drawn - - - xxix
4. Salaries of Teachers - - - - - - - - xxx
5. Compares result of past year with that of preceding year - - xxxi
6. Results of inspection for year ended 30th September 1893 - - xxxii
7. Population, number of Schools, accommodation, &c. - - - xxxiv
8. Synopsis of the Schemes of the Burgh and County Committees for the distribution of the sums available for Secondary Education. - - xxxv

THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1893–94.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Twenty-first Annual Report of our proceedings under the Education (Scotland) Act, 1872. Day schools.

SUMMARY OF STATISTICS RELATING TO INSPECTED SCHOOLS.

In the year ended 30th September 1893 the inspectors visited 3,004 day schools to which annual grants were made, containing 3,391 departments under separate head teachers, and furnishing accommodation for 737,797 scholars, or more than one sixth of the estimated population. There were on the registers of these schools the names of 664,838 children, of whom—

637,882 were children of school age (5–14);
12,693 were between 3 and 5 years of age;
123,212 were between 5 and 7 years of age;
135,910 were under 7 years of age (infants);
481,311 between 7 and 13;
33,359 between 13 and 14;
9,890 between 14 and 15; and
4,368 above 15.

The decrease in these numbers compared with those of the previous year is accounted for by the fact that, owing to the illness of some members of the inspectorial staff, and to epidemics in some districts, an unusually large number of schools on the annual grant list were not inspected during the year.

Of the scholars whose names were on the books of some inspected school, 618,021 were present on the day of the inspector's visit to their respective schools, while 542,851 were, on an average, in daily attendance throughout the year. During the year, under the Code of 1892 (Art. 19 B), grants were made on an average attendance of 64,271 in infant departments, of 297,293 under Standard III., and of 182,872 above Standard III., the reports of Her Majesty's Inspectors showing that on

the total average attendance of 544,436, the "fair" teaching grant was earned by 5·28 per cent., the "good" by 62·15, and the "excellent" by 32·57.

These statistics, and especially the last item, prove that, in general, the improvement which we have hitherto been able to record from year to year is well maintained.

The resources upon which our educational system is maintained have hitherto been classified as local and imperial, the local contributions having been of three kinds: voluntary subscriptions, rates, and school pence. Of these, the voluntary subscriptions amount to 31,041*l.*, an increase of 1,939*l.* as compared with the year 1891–92. The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 290,295*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1892–93, as we learn from the report of the accountant in Edinburgh, the total amount raised from the education rate was 613,974*l.*, which is 1*l.* 5*s.* 5*d.* per head on the average attendance in public schools; and this necessitated an average rate of 7·30 pence instead of 7·09 pence in 1891–92. The third item above mentioned, viz., the school pence, has undergone, since 1st October 1889, a very material modification. Owing to the extensive relief from the payment of fees which has now been conceded, this item is replaced, as regards the greatest part of its amount, by the grants under the Parliamentary Vote and the Local Taxation (Customs and Excise) Act, 1890. Its total amount during the period in question reached (including payments for books and payments made by the parochial boards) the sum of 369,975*l.*; but of this sum the payments out of the Fee Grant and under the Local Taxation Act, which appear in the accounts of the schools inspected during the period in question, amounted to 315,446*l.**

On the other hand, the amount of parliamentary grants to day inspected schools has increased from 558,455*l.* to 570,678*l.*; and the rate of grant has increased from 1*l.* 0*s.* 8¾*d.* to 1*l.* 1*s.* 0¼*d.* for each scholar in average attendance.

---

* The cost of "maintenance" per child in average attendance was,—
In public schools - - - - - - 2*l.* 6*s.* 11½*d.*
In voluntary schools - - - - - - 2*l.* 2*s.* 6½*d.*

Towards which there was contributed in	Public Schools. £	s.	d.	Voluntary Schools. £	s.	d.
By ratepayers	0	12	2		—	
„ subscribers		—		0	7	5
„ fees—						
Children's pence, &c.	0	1	6¾	0	3	0
„ endowment	0	0	6½	0	1	7¾
„ miscellaneous receipts	0	0	2½	0	0	5
„ Fee Grant	0	11	8¾	0	10	11¼
„ Science and Art Grants	0	0	7½	0	0	5¼
Total	£1	6	10	£1	3	10¼

Night schools.

The school provision of the country consists not only of the day schools, but also of night schools, 275 (257) of which were examined during the year: 19,575 (16,007) scholars above 12 years of age were, on an average, in attendance each night: 22,850 (18,986) scholars were qualified for examination by having made the required number of attendances during the night-school session. Of these, 13,307 (10,331) were actually examined in Standards III.–VI., and out of every 100 scholars so examined 97·36 passed in reading, 88·29 in writing, and 73·19 in arithmetic. The figures in brackets represent the numbers of last year. We think that increase shown is most satisfactory, and we are confident that under the New Evening Continuation School Code, which is now in operation, the statistics for the current year will show an increase much more marked and rapid. The stimulus it has given to the education of scholars who have passed through the elementary schools is very striking. In connexion with this we may call attention to the good which has resulted from the action of the National Home Reading Union,* which has very distinguished support, and which has done much to perpetuate the work of the schools in the later life of the pupils.

Beyond the results of the standard examination, as given above, we find that 13,865 scholars in night schools were presented for examination in class and specific subjects, 6,108 being presented in one, 7,715 in two, and 42 in three subjects. Of these there passed in one subject 6,495, in two subjects 5,644, and in three subjects 39. The subjects most commonly taken were—Geography by 4,034, History by 3,835, Needlework by 2,680, English by 2,588, Book-keeping by 1,597, Mathematics by 1,549, Cookery by 1,277, and Shorthand by 1,114. All these figures show a gratifying increase. We are as strongly convinced as formerly of the usefulness of such schools, both in developing and rendering permanent the work begun in the day schools, and also in the sphere of Technical Education, with which the interests of the scholars are so vitally concerned; and the hope which we expressed last year, that the result of the new Evening School Code would be to encourage and promote the prosperity of such schools, is being fully realised.

Training colleges.

Another, and a separate, head of the parliamentary grant consists of the payments made to seven training colleges, from which the supply of certificated teachers is mainly drawn. The number of students in these colleges in 1893 was 858, 439 of whom, having completed their course of training, along with 255 candidates admitted to the examination as acting teachers, were examined on second year's papers for certificates in December last. The report upon these institutions by Dr. Kerr will be found in the Appendix.

Rate of progress since 1872.

In order to sum up the various statistics given above, we show in the following table, in a comparative form, the rate of progress

* The headquarters of that association are Surrey House, Victoria Embankment, London, W.C.

since the Act of 1872. We have pointed out in previous Reports that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that we have been able to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years		
	1872.	1880.	1893.
ESTIMATED POPULATION - -	3,395,802	3,705,314	4,090,315
NUMBER OF SCHOOLS (Institutions) inspected - - - -	1,979	3,064	3,008
DEPARTMENTS—			
Day - - - -	2,133	3,377	3,391
Night - - - -	68	277	275
ACCOMMODATION—			
Day schools - - -	281,688	602,054	737,797
Night schools (not connected with day schools) - -	—	*1,361	*803
PRESENT AT INSPECTION—			
Day scholars - - -	225,300	470,581	618,021
Night scholars - - -	2,641	14,809	18,910
AVERAGE ATTENDANCE—			
Day scholars - - -	213,549	404,618	542,851
Night scholars - -	3,653	14,297	19,575
NUMBER OF TEACHERS—			
Certificated - - -	2,566	5,330	8,325
Assistant - - - -	—	444	1,874
Pupil - - - -	3,642	4,582	3,775
Studying in Training Colleges -	729	892	858

Proceeding to deal separately and in greater detail with the questions to which these statistics relate we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been

* In 8 schools in 1880; and in 4, 1893; in the remaining cases, the night schools were held in the premises of day schools.

maintained and the points in which it is still to some extent deficient; and, lastly, the teaching power now available and the means existing or suggested for recruiting or developing that power.

I.—*School Supply.*

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1893 sufficient for 768,540 scholars, or 18·79 per cent. of the population.*

Of the total increase of 486,852 seats in inspected schools, we reckon that about 136,000 have been required to meet the growth of the population during the last 21 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

Confining our statistics, as we are obliged to do, to schools established before the passing of the Act of 1872, with the aid of grants from the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, since that Act was passed, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December 1886, when the last building grants were paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided

* The following table shows the classification of schools in the last three years as compared with that of 1872 :—

	1872.	1891.	1892.	1893.
Public - - - - -	—	2,663	2,671	2,679
Church of Scotland - - -	1,311†	54	51	46
Free Church - - - -	523	18	18	17
Episcopal - - - - -	46	73	74	74
Roman Catholic - - - -	22	174	176	177
Undenominational and other schools -	—‡	132	118	112
Total - - - - -	1,902	3,114	3,108	3,105

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8½*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; or at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then* loans to the amount of 3,049,129*l.* 2*s.* 8½*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 5,447,931*l.* 11*s.* 5½*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st March last, in providing school accommodation. As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of this amount represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 3,350,048*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

From these various resources, school accommodation to the amount of 768,540 places, showing an increase of 172·83 per cent. in the last 21 years, has been supplied to meet the requirements of the country. The building grants having now ceased in accordance with the Education Act, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

* To 31st March last.

It becomes necessary, therefore, to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted in 1891 20·86 per cent. of the total population, and are now estimated to amount in Scotland to 853,354. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children, and this difficulty is increased by the refusal of information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance. The relief of fees, on the other hand, has evidently largely increased the attendance of children of earlier years and even brought into school many who are under school age; so that, on a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1893 was 4,090,315, one sixth of which is 681,719. The actual supply is in excess of this by fully 80,000 places. But bearing in mind that school boards find it expedient, in the case of class-rooms for drawing and certain other parts of instruction, to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is redundant; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete.

II.—*School Attendance.*

If the conclusion thus stated, with regard to the supply of accommodation, be correct, it becomes important to consider how far that accommodation is made use of, or, in other words, to consider the circumstances with regard to the average attendance.

With our present population, there might be 818,063 (1 in 5) on the registers, and 681,719 (1 in 6) in average daily attendance. But our returns show only 689,662 children on the registers of schools upon the annual grant list, and 563,286 in average attendance.

In other words, for every 100 children who might be on the registers, for whom some 94 school seats have been provided we have only 84 scholars on the registers, and 69 in daily attendance. The latter figure is slightly higher than that reached last year. But we still think that without unduly straining the compulsory

clauses a considerable addition might be made to the number in average attendance, which is now, however, more than keeping pace with the increase in the number on the registers. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of half-timers, and of those who have passed the standard exempting them altogether from school attendance, it follows, if we assume that every child may be reasonably expected to go to school for seven years, that there might be nearly a hundred thousand scholars more than at present on the registers of aided schools, and a further increase in the same proportion in the average attendance.

Relief of fees.

By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed, were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit is extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1893 the sum so voted was 272,660*l.*, and a further sum of 18,017*l.* was available under the Education and Local Taxation Account (Scotland) Act, 1892. During the year ended 31st March 1894, the capitation grant paid in relief of fees was at the rate of 12*s.*, and it is hoped that it may be at the same rate for the current financial year. But the continuance of this must, of course, depend upon the proportion between the sums at our disposal and the average attendance at the schools.

The tables below show (1) the amount granted to various descriptions of schools for the year ended 31st March 1893; (2) the amount so granted for the year ended 31st March 1894.*

* Tables.

No. 1.—Table showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March 1893.

	£	s.	d.	£	s.	d.
To school boards for public schools -	287,334	6	0	287,334	6	0
To managers of voluntary schools:—						
Church of Scotland - -	3,418	5	0			
Free Church - - -	1,902	12	0			
Episcopal Church - - -	6,639	9	0			
Roman Catholic Church - -	25,705	17	0			
Undenominational - -	7,351	16	0			
				45,017	19	0
				£332,352	5	0

The following is an approximate statement as to the extent of the relief granted :—

Number of scholars on registers of schools on annual grant list between 5 and 14 years of age - - - - -	661,588
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - -	23,381
Extent of relief granted by the Code -	638,207

But in addition to this many school boards and managers had already during the year now under consideration abolished fees beyond the limit of 14 years of age, and this would much reduce the margin between 638,207 and 689,662, the total number of scholars on the registers.

We desire to repeat the hope that Scottish parents will show their sense of the boon thus conferred, by a constant and vigorous effort to make the school attendance of their children full and regular.

III.—*Standard of Instruction.*

During the year 1893 the number of scholars on the registers of inspected schools was 664,838, and grants were made on an average attendance of 361,564 under Standard III. (of whom 64,271 were in infant departments), and of 182,872 above Standard III. It appears from the reports of Her Majesty's Inspectors that 54·90 per cent. of the scholars in infant departments earned the grant at the "excellent" rate, while only 35·82 per cent. of the scholars in classes under Standard III., and only 19·43 per cent. of those above Standard III. did so.

The following statement gives in a summarised form, which may be found useful, some results of the statistics of the past year :—

For every 100 of the average number of day scholars in attendance—

i. 52 were boys ;
   48 were girls ;
ii. 20 were infants, *i.e.*, below 7 years of age ;
   39 were between 7 and 10 ;
   41 were above 10 ;

No. 2.—TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March 1894.

	£	s.	d.	£	s.	d.
To school boards for public schools -	294,808	14	0	294,808	14	0
To managers of voluntary schools :—						
Church of Scotland - - -	3,316	12	0			
Free Church - - -	1,962	10	0			
Episcopal Church - - -	6,743	0	0			
Roman Catholic Church - -	26,806	15	0			
Undenominational - -	6,969	4	0			
				45,798	1	0
				£340,606	15	0

iii. 82 were paid for at *Excellent* rate for organisation and discipline.
18 were paid for at *Good* rate.
iv. 33 were paid for on examination in Standard subjects at *Excellent* rate.
62 were paid for at *Good* rate.
5 were paid for at *Fair* rate.
v. 79 earned grants under Article 19 C.
vi. 8 were presented for examination under Article 21 (specific subjects).

Standard examination.

By an important change introduced into the Code in 1886 the large part of every school which consists of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. But this change has now been carried out on a wider scale, so that individual examination does not now form the basis of any payment for the ordinary standard work of the school. The importance of this change, and the increased necessity for vigilance and care which it imposes upon school managers, will be readily recognised by all conversant with our educational system. The result so far, however, has, in our opinion, fully justified the change, and while it has contributed greater freedom and elasticity to the instruction, it has not lessened its efficiency.

Class subjects.

The grant under Article 19 C. (referred to in Section V. of the statement above) is for the encouragement of class subjects, which represent something beyond the bare requirements of the standard examination, and which have always been tested by the efficiency of the classes as a whole, and not according to the knowledge attained by individual scholars. The Code now in force has considerably increased the range of these subjects, and given to them a more important place in the work of the schools. Of 3,010 departments (exclusive of infants' departments) examined during the year, class subjects were taken in 2,996. In 46 one subject only was taken; in 645, two; and in 2,305, three subjects were taken. Besides English, which was taken in 2,982 cases, 2,933 departments took Geography, 2,142 History, 256 Needlework, and 96 Elementary Science. No payment, however, was recommended by Her Majesty's Inspectors to be made in respect of 32 departments (representing an average attendance of 1,113). In the remaining 2,964 departments (representing an average attendance of 431,987 above seven years of age) grants were awarded according to the report in each case, the average sum earned by each of these scholars being 5*s.* 6*d.** This shows that, as compared with the previous year, a larger proportion of departments received grants at the higher, or 2*s.*, rate.

Specific subjects.

Besides the class subjects, the Code has recognised a certain number of specific subjects, for which a grant is made, under

* Full details are given in Table No. 6.

Article 21, upon each individual pass (*see* section vi. of the statement above). Such subjects represent the amount of individual higher instruction which it may be found possible to give, consistently with due attention to the more essential subjects taught to every scholar in the school. They may be begun as soon as a scholar has reached the 5th Standard, and may be continued through three stages. Some statistics as to the results under this article will be found in the note below,* and from these it will be seen that advantage of this article is taken by a large number of pupils—in 1,708 out of a total of 3,010 departments. We have now greatly simplified the schedule of specific subjects; and instead of specifying a limited choice of subjects, with strictly prescribed courses of instruction, we have given to school managers the most complete freedom in suggesting subjects which they deem suitable for the requirements of their own locality, and in drawing up, for approval, schemes under which instruction in these subjects may be given.

* Of 44,280 (42,965) scholars presented under Article 21 of the Code, 4,774 (4,595) were examined, and 3,442 (3,429) passed in three such subjects; 13,169 (12,718) were examined, and 10,558 (10,585) passed in two such subjects, and 24,456 (23,799) passed in one subject. The figures within brackets show the results in 1892.

The following table shows the subjects taken up, and the number of presentations and passes in the three stages of each subject:—

Subject.	1st Stage.		2nd Stage.		3rd Stage.		Total.	
	Presentations.	Passes.	Presentations.	Passes.	Presentations.	Passes.	Presentations.	Passes.
†Domestic Economy	8,823	7,334	6,088	5,333	4,071	3,570	18,982	16,237
†French	9,372	8,052	3,865	3,275	1,574	1,366	15,311	12,693
†Mathematics	8,002	6,485	2,274	1,924	549	478	10,825	8,887
†Latin	6,026	4,695	2,578	2,169	1,133	916	9,737	7,780
†Principles of Agriculture	2,825	2,409	1,332	1,163	1,385	1,177	5,542	4,749
Shorthand	1,248	1,097	263	238	28	27	1,539	1,362
†German	1,029	895	347	315	131	119	1,507	1,329
Bookkeeping	673	498	252	194	24	20	949	712
Navigation	531	340	126	101	1	1	658	442
Animal Physiology	232	204	169	167	93	88	494	459
†Greek	211	194	107	95	61	54	379	343
Gaelic	123	102	67	53	40	29	230	184
Chemistry	176	126	28	24	7	6	211	156
Magnetism and Electricity	78	68	64	56	67	62	209	186
Mechanics	75	68	33	29	3	3	111	100
Botany	54	48	34	32	15	15	103	95
Woollen Manufacture	41	40	25	24	19	18	85	82
Geology	26	17	10	10	23	23	59	50
Sound, Light, and Heat	7	7	1	1	38	29	46	37
Commercial Education	11	7	9	8	—	—	20	15

The seven subjects marked † are specified in the Code. The other subjects were submitted to, and approved by, the Department.

Drill. In connection with the subjects of instruction we may further state that *military drill* (as distinguished from the ordinary school drill which is a part of the organization of every good school) is systematically taught in 404 schools; and the effect of this continues to be beneficial in aiding both the discipline of the school, and the physical development of the scholars.

Needlework. We have printed in the Appendix a report, by the Hon. Mrs. Colborne, on needlework, from which we are glad to learn that the subject continues to receive increased attention from those responsible for the training of future teachers.

Cookery. The instruction in cooking, which is now recognised by the Code, formed part of the curriculum last year in 518 schools, having in the previous year been taught in 446 schools. Payments under Art. 21* (now Art. 22) have been made in 506 departments for 25,305 girls at 4*s.* and for 1,447 at 2*s.* We are glad to find that the number of schools in which this subject is taught is so rapidly increasing: and we shall carefully watch its development with the view of deciding what conditions may be most fitted to secure thoroughness in practical training, and the employment, as instructors, of persons qualified not only by practical experience, but also by some training in the art of imparting knowledge.

Laundry and dairy work. By the Code of 1891 laundry work was recognised as part of the instruction by which grants might be earned, and this recognition is, by the Code for the present year, extended to dairy work.

Drawing. The payment of the drawing grant has now, at the request of many school boards, who found that the previous arrangement was pecuniarily disadvantageous, been transferred to the Science and Art Department, and we therefore offer no remarks upon this part of the school curriculum.

Singing. As regards singing, we find that instruction was given by ear (in 1893) in 573 (or 17·75 per cent.) out of 3,229 departments, in which singing was taught. The Code, as modified in 1886, offers special encouragement for teaching by note, and with this incentive it is evident that the latter method is rapidly extending. We are glad to find from the reports of our Inspectors that its extension is having excellent educational results.

Saving banks and school libraries. Saving banks have been established in 156, and school libraries in 293 schools.

IV.—*Teaching Power.*

The day schools inspected in 1893 contained 3,391 departments, with an average daily attendance of 542,851. For these 8,325 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for

every 65 children. But, if the average attendance reached its proper level, the number of children under instruction in aided schools daily ought to be almost 682,000, and for this number nearly 10,500 certificated teachers would, at the same rate, be required. It might, indeed, become necessary to employ even a larger number. The employment of pupil-teachers shows a tendency to decrease under the influence of a natural preference for adult teachers, and a wish to restrict the time devoted to teaching by such pupil-teachers as may be engaged. We would welcome also a further development of separate infant departments, under independent female teachers, and we trust that this may be the result of increased attention to, and appreciation of, the advantages of infant training. These causes may lead to the employment of a number of certificated teachers even in excess of our estimate.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and the number must constantly diminish whose certificates have been thus obtained.

Another class of teachers are those who hold provisional certificates (which are valid until the teacher completes his or her 25th year) granted upon the completion of an entirely satisfactory course as pupil-teachers. These qualify the holder to take charge of a small school with less than 60 children in average attendance, and a somewhat lower qualification has been accepted as sufficient for the charge of a school with an average attendance of not more than 30 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and without the burden on the rates that the salary of a fully-trained teacher would involve. We find, however, from our returns that, during last year, only 50 teachers of these grades were actually in charge of such schools.

Setting aside these necessarily limited sources of supply, we find that the general source from which the body of certificated teachers may be recruited, is to be found in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. As the result of last examination, 601 teachers were thus added to the body.

This number includes students in training colleges and acting teachers as shown in the following table:—

——	Male.	Female.	Total.
Students in training colleges - - - -	154	283	437
Acting teachers - - - - -	4	118	122
Graduates under Art. 47 II(c) - - -	41	1	42
Total - - - - -	199	402	601

The number of acting teachers who succeeded in obtaining certificates at Christmas, 1893, shows an increase of 107 over the number successful in the preceding year.

Turning again to the whole existing supply of teachers, we find that of 3,862 male teachers, 77·34 per cent. had been students in a training college, while of 4,413 female teachers, 64·2 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession, by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the male teachers again, we find that 580 are graduates, while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined only to those subjects which bear directly on the practical duties of a teacher, or which are not included in the university curriculum.

Training Colleges.

Apart from such entrants, however, the training colleges constitute the chief source of the teaching supply. These colleges, which are seven in number, are recognised for 945 students.* This includes an additional number of students specially added this year for temporary causes.

* *See* Table No. 2.

They can therefore furnish each year rather more than 440 teachers who have been trained for two years, a number nearly sufficient to fill up the waste (calculated at 6 per cent.) in the staff of teachers now employed. We estimate very highly, and would be glad, if possible, still further to develop the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of students who attended the university classes in the past winter is shown in the following table :—

College.	Classes attended.															
	Males.											Females.				
	No. of Students attending University Classes.	Latin.	Greek.	Mathematics.	English Literature.	Education.	Logic.	Moral Philosophy.	Natural Philosophy.	Natural History.	Chemistry.	No. of Students attending University Classes.	Latin.	English Literature.	Education.	Logic.
Edinburgh, C.S. -	29	25	1	26	4	17	1	1	—	—	—	1	1	—	—	—
„ F.C. -	23	24	11	7	5	13	2	1	1	—	1	3	—	2	2	1
„ Epis.	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—
Glasgow, C.S. -	28	16	12	27	1	—	—	—	—	—	—	—	—	—	—	—
„ F.C. -	35	17	27	5	3	—	19	2	—	—	—	—	—	—	—	—
Aberdeen, C.S. -	9	5	—	8	1	6	4	—	3	—	—	3	—	2	3	—
„ F.C. -	9	5	3	4	5	—	1	1	4	1	—	—	—	—	—	—
Total -	138	92	54	77	19	36	27	5	8	1	1	8	1	5	5	1

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.* Last year there were 3,775 pupil-teachers of all years, 949 of whom were in the lastyear of their engagement. In all, 1,292 pupil-teachers and ex-pupil-teachers were examined for admission to the training colleges, while

* *See* Table No. 3.

the other candidates for admission were only 101. It thus appears that it is the pupil-teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges. Six years ago we raised considerably the standard of attainments required from pupil-teachers, and this change has not, so far as we know, led to any over-pressure on the pupil-teachers, and ought to have the effect of making them better qualified to profit, at a future stage of their career, by any opportunities of university training, whether on its present lines or on any wider range which may, through the action of the Universities Commission, be given to the university curriculum.

In the subjects which are of weight in the certificate examination, science has been allowed a considerable place, as we are of opinion that competence to give some instruction in scientific subjects is a valuable addition to the qualifications of a teacher. A table showing the results of the examination of students in the examinations held by the Science and Art Department will be found in the Appendix.

The subject of Agriculture now finds a place in the Scotch training colleges, an Agriculture class having been established at the Free Church Training College, Aberdeen. We shall be glad to encourage any further means by which instruction in this subject might be made available to the future teachers, who will often be employed in districts where they might turn a practical knowledge to excellent account.

The study of languages also forms an important part of the instruction at the training colleges, 291 papers (in Greek, Latin, and French) having been worked by male students, and 554 (in French) by female students.

In drawing, 777 students were examined, and 520 passed in one or more branches. Looking to the important place which it is desirable that this subject should hold in the elementary schools, we trust that means may be taken by the authorities of the training colleges to prevent its neglect.

In view of the increasing number of training college students availing themselves of the facilities given by the Code for attendance at the universities, it has been considered expedient to change the date of the Certificate Examination hitherto held in December, so as to interfere as little as possible with the university studies of these students; and this change further necessitates an alteration in the date of the Admission Examination.

The examination for certificates in 1894 will take place in December as usual, but in 1895 and subsequent years the month of examination will be June or July.

In 1894 there will be two Queen Scholarship Examinations—one commencing on the 3rd July, the other on the 18th December. In subsequent years the month of examination will be December.

The average salary of a schoolmaster (whether principal or assistant) is now 135*l.* 15*s.* 2*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.* and is now 64*l.* 8*s.* 10*d.* Besides this, 1,662 masters and 452 mistresses are provided with residences free of rent.

A table at the end of this report gives some further details as to salaries.

We publish in the Appendix:—

Returns of the loans sanctioned for the erection or enlargement of schools, of the transfer of schools sanctioned under sections 38 and 39 of the Education (Scotland) Act, 1872, of the sale of public schools sanctioned, as well as of the grants made to supplement the rates of poor and populous districts (sec. 67 of the Act of 1872).

Pensions.

We have received, during the year ended at Michaelmas 1893, 56 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July 1875, and 16th June 1884, and have awarded 5 pensions of 30*l.*, 15 of 25*l.*, and 27 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 503 Scotch applications. We have awarded 20 pensions of 30*l.*, 78 of 25*l.*, and 148 of 20*l.*, and 40 gratuities to the amount of 1,060*l.*

It may be noted that the following pensions have been awarded under the Minute of 16th June 1884, which extended the original limits of Article 118 (5) in favour of teachers employed before August 1851; viz., 12 of 30*l.*, 42 of 25*l.*, and 96 of 20*l.*

The addition of 830*l.* last year made to the amount placed at our disposal for pensions, has enabled us to meet a larger number of very urgent and distressing cases amongst those who have broken down in the discharge of arduous and useful labours.

General.

Before concluding our report it has been our practice to refer to any special features in the operations of the previous year, and to review the progress of Scotch educational administration generally.

Blind and Deaf-mute Children.

We have referred in previous years to the fact that by the Education of Blind and Deaf-Mute Children (Scotland) Act, 1890, provision has now been made to secure the education of such children. Since the Act came into operation we have sanctioned payments by school boards in respect of 152 children (96 deaf-mute, 54 blind, 2 both blind and deaf-mute). The payments sanctioned run as a rule from 10*l.* to 15*l.* In some

cases an amount for transit has also been sanctioned. An amount below 10*l.* has been sanctioned in one or two cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense.

In connexion with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated; but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of cost.

Nine institutions not otherwise on the annual grant list, and 25 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 30th September 1893, on account of 437 scholars whose attainments in elementary or class subjects were found to be satisfactory, and of 2*l.* 2*s.* in each case on account of 401 scholars who had made satisfactory progress in some course of manual instruction.

Highland Schools.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 576 out of 657 schools inspected during the past year in the specified counties, and extra grants, amounting to about 7,220*l.*, have been paid under its provisions during the past year.

This Minute offers another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was difficult to give opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools. Under this clause the sum of 862*l.* has been paid in respect of 2,873 passes. Further, as a result of that Minute, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. We trust that this aid combined with the

grant available for higher education under the Education and Local Taxation Account (Scotland) Act, 1892, will be efficacious in preserving for these localities the advantages of some amount of higher education, which has always been a distinctive feature of Scottish schools.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of our long, minute, and anxious consideration; and as a result we were able, under a Minute of 21st December 1888, to propose certain terms to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools, and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the estimates a sum of 4000*l.* for special grants to these districts. We are glad to say that the necessities of these districts have so far been relieved that we have been enabled, year by year, to reduce the amount, which in the estimate for this year stands at 1,500*l.* The result continues to be eminently satisfactory. The boards are restored to a position of solvency; and though it cannot be said that the local resources are in all cases sufficient to meet the present burdens, yet we trust that provision has been made for a sound financial position, combined with increased efficiency, and that before long local responsibility may be fully restored. In the case of one school board—that of Stenscholl—we thought it right to bring the provisional arrangement to a close; and the present Minute is confined to Ross-shire and Inverness-shire, in which counties alone the arrangement had actually been adopted.

Secondary Education.

In our reports for recent years we have referred to the results of the inspection of higher schools, which was first undertaken after the re-organization of this Department in 1885. We have noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and, in most respects, the improvement continues to be maintained. The number of schools under inspection is now 69, 27 being higher class public schools, 24 endowed schools, and 18 schools under voluntary managers who have invited the inspection of the Department. By the liberality of Parliament, additional resources are now available for secondary education in Scotland. The question of the method of distribution by which these resources may most effectually contribute to the educational benefit of each locality was referred by Minute of 1st May 1893 to burgh and county committees. All these committees have submitted schemes, which, with one or two exceptions, have now been approved, and the sum due to each locality has been paid. The provisions of these schemes are very various, but we have endeavoured to give a general synopsis of the whole in Table 8.

That table shows the allocation under each scheme, and it will be seen from it that the plans followed are very various. Experience will give opportunities of comparison, and we would hope that in the course of time it will be found that greater uniformity of system is compatible with full recognition of the different requirements of each locality. So far it is evident that the committees have, as a rule, endeavoured to come to a compromise between the plan of selecting and aiding central secondary schools, and that of distributing a share of the grant amongst a large number of State-aided schools, on condition that some amount of higher education is given in these schools. In some cases we think that there has been a tendency to distribute the grant too widely, thereby incurring the risk of dissipating resources and spending their grant on work which might fairly be overtaken by schools which are aided from the Parliamentary grant. But the committees have generally required adequate proof that some work of a higher kind is done in each school sharing in the grant, and if this condition is insisted upon, it ought to serve as a guarantee against expenditure which does not produce some valuable result in promoting higher education. It must be remembered that in many districts, where there are no distinctively secondary schools, the effect of restricting the grants to such schools would be to deprive of any benefit large numbers who, if they are to obtain higher education at all, must make at least the first steps therein at the ordinary State-aided schools.

We trust that the committees will, in each instance, endeavour to steer a fair course between these difficulties, and we shall be in close communication with them, to give such aid to their

deliberations as may be in our power. We feel it to be our duty strenuously to resist any plan which would deal with this fund as one which is to be divided amongst localities apart from the fulfilment of distinct educational conditions, which might not otherwise be realized.

The main purposes for which the money is allotted are :—

1st. Subsidies to higher class schools.
2nd. Subsidies to higher departments in State-aided schools.
3rd. Bursaries.
4th. Capitation grants, allowed sometimes on the average attendance of scholars who have passed beyond standard work, and sometimes on the number who have passed certain definite tests, such as the leaving certificate or the merit certificate.

It is not possible to state the amount assigned for each of these purposes, inasmuch as the proportion is sometimes dependent on contingencies, and the subsidies are liable to be reduced or increased in proportion to the rise or fall in the number of capitation grants. This is a system to which no objection can be taken if the capitation grants are paid on sufficiently stringent conditions. If such capitation grants are numerous we may infer that much higher instruction is given in the ordinary schools ; if few pupils in these schools can claim them, then the central school rightly obtains a larger subsidy.

Speaking generally, we find that out of a total grant for two years of 114,000*l.* about 16,000*l.* has been assigned in direct subsidies to higher class schools, and about 17,000*l.* in direct subsidies towards secondary education in State-aided schools, in both cases with a possibility of increase, whilst a sum of more than 20,000*l.* has been set aside for the better equipment in buildings and apparatus of these two classes of schools. This is in addition to anything which the schools may gain from capitation grants. The larger portion of what remains will be paid in bursaries and capitation grants, and we hope next year to be able to name the amount expended under each head.

We propose shortly to lay a new Minute before Parliament, under which a sum of 200*l.* for each burgh and county, to be expended, if the committee thinks fit, in support of higher class schools, shall be made a first charge upon the fund. When this Minute is approved, we shall ask each committee to submit any modifications in their scheme for which they desire approval.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of secondary or higher class schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform

test, and such strict method in the conduct of the examination, as is necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 152 (including 97 State-aided schools); that the number of candidates, which was 972 in 1888, was last year 7,148; and that the total number of papers taken, which was 4,300 in 1888, was last year 24,240. For the present year the numbers have largely increased; but we are unable as yet to give exact statistics, as the examination does not take place until June.

The total number of schools presenting candidates for the present year is 212, and of these 63 are higher class schools, and 149 higher departments of State-aided schools.

A large number of university and professional authorities have announced their readiness to accept the certificate in lieu of such preliminary examinations as are held under their directions.*

For the general results of the inspection and leaving certificate examination we have to refer to the report of the Director, which will be found in the Appendix.

Merit Certificate.

Merit certificate.

In 1891 we asked the special attention of school boards and other educational authorities to the proposal for a merit certificate, which appeared to us to be of great practical importance in view of complaints which reached us with regard to the defective way in which pupils acquire the ordinary elementary subjects. Whether as a preparation for the ordinary business of life, or as an introduction to higher or technical education, thoroughness in elementary subjects is the first requirement of elementary schools. It is the object of the merit certificate, to secure this by enlisting the self-interest of parents and the co-operation of employers of labour. It was asserted that the number of pupils who might be induced to remain longer at school by means of the merit certificate was small. But the proposal has now been in operation for two years, and we

* Amongst these we may name:—
The Lords of Council and Session (for the purposes of the Law Agents Act);
The War Office and the Civil Service Commissioners for the Army Preliminary Examination;
The University of Oxford;
The University of Cambridge;
The Universities of Edinburgh, Glasgow, and St. Andrews, for the preliminary examination for the three years' course;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Institute of Accountants and Actuaries in Glasgow;
The Society of Accountants in Edinburgh; and
Girton College, Cambridge.

have already issued 3,791 of these certificates, from which it would appear that the opportunity is highly valued. We continue to receive assurances that the importance of such pupils in a school is not measured by their numbers only, and that the benefit which accrues from their obtaining an adequate education extends far beyond the individual pupil immediately concerned.

Technical Education.

We have previously referred to the efforts which we made to draw the attention of school boards to the provisions of the Technical Schools (Scotland) Act of 1887, and the new field of operations which it threw open. School boards still appear to hesitate about enlarging their sphere of action by making use of the provisions of this Act. But we are not disposed to infer from this that the subject is disregarded, and, on the contrary, we believe that it is attracting considerable attention, and that discussion is now doing much to define the proper aims and methods of such instruction. It is probable also that school boards are anxious to consider this, not so much as a separate question, but rather as one belonging to the larger sphere of higher education generally, and that they desire to weigh carefully the action which it may be expedient for them to take, on grounds of public interest, in this larger question, before embarking upon any further development of technical education as one branch thereof. The New Evening Continuation School Code, however, which has had the effect of increasing the numbers of, and attendance at, evenings schools, has given a very strong impetus to instruction of this sort.

Under the Local Taxation (Customs and Excise) Act, 1890, power is given to town and county councils to contribute to the support of technical instruction, and under the Education and Local Taxation Account (Scotland) Act, section 2, subsection 5, further powers of the same nature are conferred upon these bodies.

The Technical Instruction Amendment (Scotland) Act, 1892, removes certain impediments which were found to hinder the exercise of these powers.

Conclusion.

We think we are entitled, in conclusion, to express to Your Majesty the confident hope that the marked progress which has characterised the educational policy of recent years is maintained, and that its results are matter for satisfaction. We have abundant testimony that the changes in the Code begun in 1886, and now completed in such a way as to change the whole basis upon which grants are made, have been cordially accepted by all those interested in education, and our experience proves that while these changes have removed much irksome restraint,

they have not dispensed with any necessary tests of efficiency. The fundamental change implied in the relief of fees has been carried out with the general concurrence of the whole community, and the change itself has borne good fruit in the increased attendance of scholars, and in the new impulse to educational effort. In the midst of this general energy of effort we are glad to have been able to give special help to those districts where the difficulties are greatest and the resources most curtailed, and that it has restored them in each case to a state of solvency and increased efficiency. In the sphere of secondary education, where we welcome the increased resources now available, we are glad to find that the efforts we have made towards its organisation and encouragement have been cordially accepted and met by equal zeal on the part of localities, and that the burgh and county committees have shown earnest endeavour to apply the new resources in the way most calculated to benefit each locality. Lastly, in connection with evening schools, we find, as we confidently hoped, that the new Code has greatly enhanced their attractiveness, added to the numbers both of schools and of scholars, and given to the evening school an enlarged sphere of usefulness.

(Signed) ROSEBERY.
GEORGE OTTO TREVELYAN.

HENRY CRAIK, *Secretary*,
Scotch Education Department,
the 19th day of June 1894.

Tables referred to in Report.

No. 1.

TABLE A.

SHOWING the ESTIMATED TOTAL NUMBER of CHILDREN of each year of school age, and the number and per-centage of these whose names are on school registers.

Age.	Total Number of Children.	Number of Children on Registers.	Per-centage.
5 to 6	100,725	48,207	47·86
6 „ 7	98,702	79,847	80·90
7 „ 8	96,228	88,913	92·40
8 „ 9	95,372	90,131	94·50
9 „ 10	94,239	86,953	92·27
10 „ 11	95,532	86,373	90·41
11 „ 12	90,720	82,168	90·57
12 „ 13	91,948	64,352	69·99
13 „ 14	89,888	34,644	38·54
Total	853,354	661,588	77·53

No. 1.

TABLE B.

SHOWING the INCREASE in AVERAGE ATTENDANCE since 1872.

Years.	Average Attendance in Aided Day Schools.	Increase on previous Year.	Rate of Increase.
1872	213,549	—	—
1873	220,508	6,959	3·3 per cent.
1874	263,748	43,240	19·6 per cent.
1875	303,536	39,788	15· per cent.
1876	329,083	25,547	8·4 per cent.
1877	360,413	31,330	9·5 per cent.
1878	377,257	16,844	4·6 per cent.
1879	385,109	7,852	2·1 per cent.
1880	404,618	19,509	5·1 per cent.
1881	409,966	5,348	1·32 per cent.
1882	421,265	11,299	2·76 per cent.
1883	433,137	11,872	2·82 per cent.
1884	448,242	15,105	3·49 per cent.
1885	471,175*	22,933	5·12 per cent.
1886	483,996*	12,821	2·72 per cent.
1887	494,373*	10,377	2·14 per cent.
1888	502,046*	7,673	1·55 per cent.
1889	508,468*	6,422	1·27 per cent.
1890	519,738*	11,270	2·22 per cent.
1891	540,028*	20,290	3·90 per cent.
1892	549,420*	9,392	1·71 per cent.
1893	563,286*	13,866	2·52 per cent.

* The figures for 1885–1893 are those of schools upon the annual grant list.

Table No. 2

Showing Number of Students in Training Colleges, arranged under Denominations.

Denomination.	Number of Students.								
	1892.			1893.			1894.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of Scotland - - -	153	247	400	144	256	400	134	309	443
Free Church - - - -	151	249	400	152	248	400	147	290	437
Episcopal Church - - -	—	60	60	—	58	58	—	59	59
Total -	304	556	860	296	562	858	281	658	939

Table No. 3.

Showing the Sources from which the Candidates for Training, in each of the above three Years, were mainly drawn, at the previous Queen's Scholarship Examinations.

	1892.		1893.		1894.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of all years - - -	902	3,002	825	2,951	758	3,017
Pupil-teachers in their last year - -	252	834	223	776	182	817
Pupil-teachers examined for admission into training colleges - - - - -	224	702	236	679	254	1,038
Non-pupil-teachers examined - -	13	97	15	73	16	85
Candidates who passed the examination successfully - - - - -	212	646	210	601	212	329

Table No. 4.

Salaries of Teachers.

The following table of the salaries now enjoyed by the masters and mistresses of aided schools, when compared with those published from time to time in former reports of the Department, will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers:—

Certificated Masters.

——	Number and Per-centage in receipt of Salaries of								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.** and over.	Total.
Principal -	15	130	315	757	473	265	129	209	2,293
	·65	5·67	13·74	33·01	20·63	11·56	5·63	9·11	—
Assistant -	10	360	650	450	80	19	2	—	1,571
	·64	22·92	41·37	28·64	5·09	1·21	·13	—	—
1874.									
†	50	274	438	646	262	114	38	28	1,850
	2·7	14·81	23·68	34·92	14·16	6·16	2·06	1·51	—

Certificated Mistresses.

——	Number and Per-centage in receipt of Salaries of								
	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
Principal -	12	32	55	554	288	128	17	12	1,098
	1·09	2·91	5·01	50·46	26·23	11·66	1·55	1·09	—
Assistant -	126	197	239	2,187	470	137	3	3	3,362
	3·75	5·86	7·11	65·05	13·98	4·07	·09	·09	—
1874.									
†	65	54	70	449	142	50	6	—	836
	7·77	6·46	8·37	53·71	16·99	5·98	·72	—	—

* Of these, 157 ranged from 300*l.* to 400*l.*; 42 from 400*l.* to 500*l.*; 8 from 500*l.* to 600*l.*; 1 from 600*l.* to 650*l.*; and 1 from 700*l.* to 750*l.*

† The figures for 1874 refer to the whole of the certificated teachers, both principal and assistant. There were not 600 of the latter in our schools at that period; at present there are nearly 5,000.

Table No. 5.

Showing the Result of the Work of the past Year compared with that of the preceding Year.

		1891-92.	1892-93.	Increase. Number.	Increase. Per cent.
Day schools	Total population (estimated)	4,057,852	4,090,315	32,463	·8
	Population, 3–5 years	200,110	201,711	1,601	·8
	„ 5–14 „	846,582	853,354	6,772	·8
	„ 3–14 „	1,046,692	1,055,065	8,373	·8
	Number of schools inspected { institutions	3,030	3,004	*26*	*·85*
	Number of schools inspected { departments	3,401	3,391	*10*	*·29*
	Number of scholars for whom accommodation was provided	736,511	737,797	1,286	·17
	„ on the school registers	666,992	664,838	*2,154*	*·32*
	„ present at inspection	621,206	618,021	*3,185*	*·51*
	„ in actual average attendance	538,678	542,851	4,173	·77
	„ in average attendance on which the grant was claimed (Art. 19 A.)	541,972	545,798	3,826	·71
	„ in average attendance on which the grant for organisation and discipline was allowed (Art. 19 A. (3)—				
	At *excellent* rate	440,004	447,906	7,902	1·80
	„ *good* rate	98,943	96,127	*2,816*	*2·85*
	„ in average attendance on which the grant on examination in standard subjects was allowed (Art. 19 B.)—				
	At *excellent* rate	147,867	177,321	29,454	19·92
	„ *good* rate	357,756	338,367	*19,389*	*5·42*
	„ *fair* rate	35,643	28,748	*6,895*	*19·34*
	„ in average attendance earning grants under Art. 19 C.	430,526	431,987	1,461	·34
	„ examined under Art. 21 (specific subjects)	42,965	44,280	1,315	3·06
	„ „ „ in one subject	25,652	26,337	685	2·67
	„ „ „ in two subjects	12,718	13,169	451	3·55
	„ „ „ in three subjects	4,595	4,774	179	3·90
	„ who passed in specific subjects	37,813	38,456	643	1·70
	„ „ in one subject	23,799	24,456	657	2·76
	„ „ in two subjects	10,585	10,558	*27*	*·26*
	„ „ in three subjects	3,429	3,442	13	·38
	Number of certificated teachers	8,252	8,325	73	·88
	„ assistant teachers	1,662	1,874	212	12·76
	„ pupil-teachers	3,776	3,775	*1*	*·03*
	„ female assistants, 32 (*c*) 3	131	129	*2*	*1·53*
	Blind or deaf-mute scholars, Art. 20 — Number of schools inspected { Institutions not otherwise on Annual Grant List	9	9	—	—
	Blind or deaf-mute scholars, Art. 20 — Number of schools inspected { Ordinary annual grant schools	15	25	10	66·66
	Blind or deaf-mute scholars, Art. 20 — Number of scholars presented to H.M. Inspectors under Art. 20(a) and (b)	317	437	120	37·85
	„ „ paid at the rate of 3*l.* 3*s.* under Art. 20(a)	311	437	126	40·51
	„ „ „ „ of 2*l.* 2*s.* under Art. 20(b)	270	401	131	48·52
		£	£	£	£
Day and night schools	Amount of school income derived from (1) Rates	262,205	290,295	28,090	10·71
	„ „ (2) Voluntary subscriptions	29,102	31,041	1,939	6·66
	„ „ (3) Fees paid by scholars	45,428	33,558	*11,870*	*26·13*
	„ „ (4) Books, &c., sold to children	20,430	20,971	541	2·65
	„ „ (5) Fee grant	311,597	315,446	3,849	1·24
	Total income (including grant, &c.)	1,251,245	1,286,027	34,782	2·78
	Total cost of maintenance	1,242,542	1,280,289	37,747	3·04

Italics denote decrease.

TABLE No. 6 - - - - -

TABLE showing the RESULTS of the INSPECTION and EXAMINATION of ELEMEN-

County.	Number of		Accommodation.	Number of Scholars on the Registers.	Actual Average Number of Scholars in Attendance.	Average Attendance on which Grant was claimed.	Total Average Attendance paid on under Art. 19 B.			Total Average Attendance paid on as being			
	Schools.	Departments.					Art. 19 B. 1 (a). Under Standard III.	Art. 19 B. 1 (b). Above Standard III.	Art. 19 B. 2. Infants.	Fair.	Good.	Excellent.	Total.
Aberdeen -	278	299	56,404	50,412	41,433	41,673	22,932	14,695	3,886	3,872	27,307	10,334	41,513
Argyll - -	163	173	17,021	12,489	10,167	10,249	5,302	3,912	992	430	6,891	2,885	10,206
Ayr - -	163	182	44,680	38,900	32,012	32,139	18,732	11,114	2,293	1,796	24,060	6,283	32,139
Banff - -	77	77	14,427	11,899	9,393	9,466	6,005	3,374	84	197	5,958	3,308	9,463
Berwick -	46	52	7,414	5,123	4,284	4,324	2,254	1,524	546	263	3,811	250	4,324
Bute - -	21	21	3,733	2,619	2,215	2,217	1,289	926	—	79	1,117	1,019	2,215
Caithness -	50	51	7,778	6,218	4,694	4,803	2,817	1,876	113	834	3,907	65	4,806
Clackmannan	20	22	6,607	6,293	5,201	5,255	3,286	1,709	261	453	2,758	2,045	5,256
Dumbarton -	58	61	18,538	16,755	13,935	13,991	8,164	4,499	1,328	668	8,741	4,582	13,991
Dumfries -	102	109	16,991	13,296	11,081	11,121	6,153	4,059	910	391	6,222	4,509	11,122
Edinburgh -	158	228	64,831	60,591	50,564	50,592	19,711	15,922	14,875	1,025	26,378	23,105	50,508
Elgin - -	34	39	7,758	6,255	4,906	4,935	2,450	1,959	523	824	3,448	660	4,932
Fife - - -	140	176	38,944	34,870	28,917	29,009	13,212	9,312	6,390	931	17,977	10,006	28,914
Forfar - -	164	200	49,145	46,334	37,467	38,209	19,349	12,518	6,350	2,598	23,544	12,075	38,217
Haddington -	37	41	6,784	5,775	4,777	4,793	2,655	1,545	587	149	3,043	1,590	4,787
Inverness -	178	182	18,438	14,796	11,419	11,570	6,555	4,289	508	2,563	7,330	1,459	11,352
Kincardine -	57	58	8,337	6,839	5,565	5,609	3,523	1,742	92	1,105	3,109	1,143	5,357
Kinross - -	7	8	1,338	951	785	798	381	304	112	69	656	72	797
Kirkcudbright	68	73	9,619	7,282	6,186	6,241	3,457	2,377	399	68	3,629	2,536	6,233
Lanark - -	323	376	173,051	169,668	138,092	138,178	86,259	43,779	8,132	1,151	82,516	54,503	138,170
Linlithgow -	34	46	9,807	9,601	7,853	7,865	3,615	2,422	1,828	300	5,654	1,911	7,865
Nairn - -	15	17	1,841	1,572	1,243	1,262	595	451	214	35	851	374	1,260
Orkney and Shetland -	121	122	10,522	9,081	6,809	6,973	4,093	2,726	138	1,161	3,922	1,874	6,957
Peebles - -	22	24	2,955	2,383	1,999	2,008	1,094	758	153	153	1,592	260	2,005
Perth - -	179	194	26,257	20,424	16,469	16,657	9,122	6,057	1,458	2,276	9,246	5,115	16,637
Renfrew -	93	132	46,997	45,231	37,396	37,551	17,940	12,276	7,339	536	18,456	18,563	37,555
Ross and Cromarty - -	127	128	14,848	12,712	10,183	10,281	6,275	3,676	139	2,502	6,515	1,073	10,090
Roxburgh -	73	78	12,811	10,047	8,289	8,332	3,943	3,105	1,230	182	7,043	1,053	8,278
Selkirk - -	22	27	4,559	4,395	3,687	3,693	1,592	1,368	733	223	3,072	398	3,693
Stirling - -	85	100	23,732	22,255	18,107	18,130	9,974	5,761	2,381	763	13,891	3,462	18,116
Sutherland -	41	41	3,781	3,175	2,487	2,514	1,509	985	—	843	1,651	—	2,494
Wigtown -	53	54	7,849	6,597	5,236	5,360	3,055	1,852	277	308	4,067	809	5,184
Totals -	3,004	3,391	737,797	664,838	542,851	545,798	297,293	182,872	64,271	28,748	338,367	177,321	544,436

Table No. 6.

TARY DAY SCHOOLS in SCOTLAND, for the Year ended 30th September 1893.

Class Subjects. Number of Departments in which the Scholars were examined in: English.	Geography.	History.	Needlework.	Elementary Science.	Cookery, Art. 21*. Number of Departments.	Number of Girls for whom Grants were paid.	Specific Subjects. Number of Departments in which Scholars were presented.	Number of Scholars examined. Standards V.-VI.	Ex. Standard VI.	Number of Pupil-teachers for whom Grants have been paid for. Good Examination (60s.).	Fair Examination (40s.).	Staff. Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.	Average Cost per Scholar in Average Attendance. £ s. d.
273	274	81	11	6	29	1,450	199	2,553	1,454	74	97	729	101	321	2 7 0
165	164	149	3	3	10	444	99	935	611	9	27	234	36	61	2 18 1½
160	155	144	6	1	32	1,750	72	1,227	740	63	77	442	132	217	2 1 6¼
76	76	41	8	3	17	738	52	612	428	31	12	161	26	58	2 5 6¾
46	46	29	8	1	—	—	24	149	85	3	5	73	14	25	2 10 0
21	21	17	1	1	1	104	13	153	118	3	1	45	1	14	2 13 2¾
50	50	37	—	—	—	—	31	202	341	9	10	78	24	42	2 9 0
19	20	18	1	1	5	434	11	228	117	22	13	67	11	51	2 1 6½
52	52	50	2	1	16	741	30	1,115	347	13	26	202	60	83	2 5 11½
100	98	56	4	5	7	312	60	1,008	373	20	19	191	34	73	2 11 3½
158	155	99	48	23	38	2,231	90	2,291	919	149	115	740	140	412	2 11 3½
33	33	28	—	—	6	214	24	415	265	22	10	84	10	41	2 6 7½
135	133	69	54	10	14	598	75	1,148	431	69	38	430	101	186	2 0 11½
162	151	123	22	3	43	2,338	69	1,401	817	73	90	580	147	217	2 8 4¾
37	37	19	9	3	2	31	18	193	118	5	14	83	12	32	2 8 3¾
176	174	147	7	2	6	375	103	981	555	32	11	216	42	97	2 9 0
56	57	14	3	1	6	206	33	277	179	6	9	102	16	28	2 7 0¾
7	7	7	—	—	—	—	6	80	19	2	1	14	5	4	2 11 2
69	68	30	2	2	3	60	51	647	305	8	14	112	11	40	2 9 3¾
334	333	326	3	4	177	10,010	206	7,900	2,812	338	211	1,807	522	968	2 4 6¾
32	32	26	5	1	10	511	20	235	130	8	17	118	35	55	2 1 4¾
14	14	15	—	—	—	—	7	88	57	—	1	25	5	6	2 5 9¾
115	102	69	4	1	—	—	47	374	29	13	9	148	24	49	2 5 5¾
22	20	14	9	1	—	—	9	35	15	3	2	38	6	10	2 12 2
179	179	163	6	3	9	386	110	1,037	478	43	25	312	55	101	2 12 1½
98	95	85	9	10	37	1,761	56	2,857	876	82	82	507	138	253	2 4 7¼
126	125	89	1	—	1	34	59	361	378	13	23	175	28	91	2 3 6
69	69	35	20	8	6	365	27	265	204	27	13	149	19	48	2 8 3¾
21	21	15	4	1	4	266	11	84	65	3	6	66	9	18	2 2 5¼
85	85	79	3	1	27	1,398	48	881	300	35	35	247	83	133	2 2 10¼
41	3	26	2	—	—	—	20	124	101	1	9	54	6	19	2 12 2
51	48	42	1	—	—	—	28	303	185	4	3	96	21	22	2 7 3
2,982	2,933	2,142	256	96	506	26,752	1,708	30,159	14,121	1,183	1,025	8,325	1874	3,775	2 6 3¾

Table No. 7.

Showing the Population in 1891, the Number of Elementary Day Schools on the Annual Grant List on the 30th September 1893, the Accommodation, and the Number of Scholars on the School Registers and in Average Attendance in those Schools.

County.	Population (April 1891).	One Sixth of Population (April 1891).	Number of Schools, i.e., Institutions under separate Management.	Number of Departments under separate Head Teachers.							Accommodation.	Number of Scholars on the Registers.	Average Number of Scholars in Attendance.
				Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	281,332	46,889	287	265	9	4	15	7	9	309	58,768	51,628	42,413
Argyll	75,003	12,501	162	159	1	—	5	4	3	172	16,931	12,437	10,121
Ayr	226,283	37,714	171	150	3	2	1	18	16	190	47,315	41,019	33,713
Banff	64,190	10,698	83	69	2	—	4	6	2	83	16,379	13,296	10,510
Berwick	32,406	5,401	48	53	—	—	—	—	2	55	7,803	5,442	4,528
Bute	18,404	3,067	21	17	—	—	—	1	3	21	3,733	2,619	2,215
Caithness	37,177	6,196	63	61	—	1	—	—	2	64	9,067	7,148	5,373
Clackmannan	28,432	4,739	20	19	—	—	1	1	1	22	6,607	6,293	5,201
Dumbarton	94,495	15,749	54	52	1	—	1	8	—	62	18,620	16,814	13,975
Dumfries	74,221	12,370	105	99	1	—	1	4	7	112	17,152	13,477	11,238
Edinburgh	434,159	72,360	161	162	5	3	24	24	16	234	69,331	64,691	54,175
Elgin or Moray	43,453	7,242	53	52	2	—	1	1	4	60	11,203	8,712	6,895
Fife	187,346	31,224	141	174	1	—	1	2	—	178	39,362	35,184	29,187
Forfar	277,773	46,296	165	169	2	1	8	14	10	204	52,791	49,690	40,317
Haddington	37,485	6,248	40	41	1	—	—	1	1	44	7,424	6,528	5,349
Inverness	89,317	14,886	181	171	3	—	3	8	—	185	18,731	14,968	11,547
Kincardine	35,647	5,941	58	50	1	—	5	—	3	59	8,448	6,930	5,645
Kinross	6,280	1,047	7	7	—	—	—	—	1	8	1,338	951	785
Kirkcudbright	39,985	6,664	68	67	1	—	1	4	—	73	9,619	7,282	6,186
Lanark	1,046,040	174,340	331	273	5	3	1	89	12	383	176,466	172,341	140,198
Linlithgow	52,808	8,801	41	43	—	—	—	5	6	54	11,031	10,518	8,666
Nairn	10,019	1,670	15	15	—	—	—	1	1	17	1,841	1,572	1,243
Orkney and Shetland	59,164	9,861	122	120	2	—	1	—	—	123	10,547	9,090	6,817
Peebles	14,761	2,460	21	20	—	—	1	—	2	23	2,915	2,371	1,988
Perth	126,199	21,033	178	167	7	2	6	4	7	193	26,620	20,754	16,759
Renfrew	290,798	48,466	98	107	1	—	3	24	5	140	50,097	48,071	39,757
Ross and Cromarty	77,810	12,968	137	131	—	1	2	1	3	138	16,002	13,587	10,888
Roxburgh	53,741	8,957	69	68	1	—	2	1	2	74	11,844	9,404	7,754
Selkirk	27,353	4,559	22	21	—	—	1	3	2	27	4,559	4,395	3,687
Stirling	125,608	20,935	86	87	1	1	3	7	2	101	23,864	22,365	18,190
Sutherland	21,896	3,649	44	43	—	—	—	—	1	44	4,283	3,488	2,730
Wigtown	36,062	6,010	53	50	—	—	1	3	—	54	7,849	6,597	5,236
Totals	4,025,647	670,941	3,105	2,982	50	18	92	241	123	3,506	768,540	689,662	563,286

Table No. 8.

Synopsis of the Schemes of Burgh and County Committees as approved by the Scotch Education Department for the distribution of the sums available under the Minute of 1st May 1893 for Secondary Education in their respective districts.

Aberdeen (Burgh).

Annual grant = 1,565*l.* 3*s.* 6*d.*

Grant for two years ended 31*st March* 1894 = 3,130*l.* 7*s.* 0*d.*

Scheme approved on 30th October 1893.

Allocation of grant:—

The grant is to be divided between three higher class schools with a view to increased efficiency, and the extension of secondary education by lowering the fees and the provision of free places, viz.:—

	£	*s.*	*d.*
Aberdeen Grammar School	1,000	0	0
,, Girls' High School	1,000	0	0
,, Robert Gordon's College	800	0	0
	2,800	0	0
Balance retained for expenses of Committee, &c.	330	7	0
	3,130	7	0

Aberdeen County.

Annual grant = 2,456*l.* 11*s.* 0*d.*

Grant for two years ended 31*st March* 1894 = 4,913*l.* 2*s.* 0*d.*

Scheme approved (with modifications) on 4th January 1894.

Allocation of grant:—

	£	*s.*	*d.*
One half of the sum now available to be held in reserve for grants to school boards towards *buildings and apparatus* for secondary schools and departments	2,456	11	0
To a *secondary school or department in each of the three burghs of Fraserburgh, Huntley, and Peterhead* a grant of 150*l.* for additions to staff	450	0	0
For bursaries open for competition to scholars in all State-aided schools in the county	600	0	0
Capitation grants of 3*l.* for passes in secondary subjects at State-aided schools	750	0	0
Grants of 10*l.*, 15*l.*, or 20*l.* to schools with an average attendance of 10, 15, or upwards of 20, ex-VI. Standard scholars studying secondary subjects	100	0	0
Bursaries for pupils in outlying districts, recommended by Her Majesty's Inspector	200	0	0
For Evening Continuation Schools in co-operation with the County Council	150	0	0
Expenses of Committee, &c.	206	11	0
	4,913	2	0

Argyll County.

Annual grant = 1,061*l.* 18*s.* 3*d.*

Grant for two years ended 31*st March* 1894 = 2,123*l.* 16*s.* 6*d.*

Scheme approved on 4th January 1894.

Allocation of grant :—

	£	s.	d.
Expenses of Committee	50	0	0
Grants of 120*l.* each to—			
Campbeltown Grammar School, Dunoon ,, ,, , Oban High School	360	0	0

The remainder in capitation grants for ex-VI. Standard scholars, in 16 schools named, receiving instruction in subjects of the Leaving Certificate Examination (except lower arithmetic).

Ayr County.

Annual grant = 3,190*l.* 3*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 6,330*l.* 6*s.* 10*d.*

Scheme approved (with modifications) on 28th February 1894.

Allocation of grant :—

Grants to Higher Class and other schools, viz. :—

	£
Ayr Academy	100
Irvine Academy	100
Kilmarnock Academy	100
Ardrossan Academy	50
Beith Academy	50
Girvan Burgh Public School	50
Maybole Public School	50
Old Cumnock Public School	50
	550

Capitation grants of 2*l.* to State-aided schools in the county (including the above-named schools) on the average attendance of ex-VI. Standard scholars, and a similar grant to Spiers' School, Beith, on account of ex-VI. standard scholars belonging to the county of Ayr.

Banff County.

Annual grant = 877*l.* 11*s.* 9*d.*

Grant for two years ended 31st *March* 1894 = 1,755*l.* 3*s.* 6*d.*

Scheme approved on 23rd February 1894.

Allocation of grant :—

Capitation grants on account of scholars in certain specified schools who obtain merit certificates, or leaving certificates, at the following rates, so far as the funds permit, viz. :—

	£
For merit certificate (with language or mathematics)	1
,, each lower grade leaving certificate	1
,, ,, higher grade ,, ,,	4
,, ,, honours ,, ,, ,,	6

Note.—If the funds permit payments for the first year will be at double the above rates.

Berwick County.

Annual grant = 461*l.* 12*s.* 11*d.*

Grant for two years ended 31*st March* 1894 = 923*l.* 5*s.* 10*d.*

Scheme approved (with modifications) on 27th April 1894.

Allocation of grant:—

Grants for Secondary Education in State-aided Schools, viz.:—

	£	£
To Coldstream School Board - - - -	60	100
,, Lauder School Board - - - -	40	

The remainder of the grant, in the present and in future years, after paying the *expenses of the Committee*, is to be set aside to form a fund for the establishment of a higher class school at Duns.

Bute County.

Annual grant = 260*l.* 11*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 521*l.* 3*s.* 4*d.*

Scheme approved on 31st October 1893.

Allocation of grant:—

	£	*s.*	*d.*
Expenses of Committee - - - - - -	25	0	0
Capitation grant of 2*l.* on average attendance of ex-VI. Standard scholars at Lamlash Public School, receiving secondary instruction (a *double grant* for the first year) -	496	3	4
The remainder to go to Rothesay Academy, on condition that free places are provided for ex-VI. Standard scholars from Arran and Cumbrae and Rothesay Public School -			
	521	3	4

It is recommended that the double grant be applied for the provision of apparatus, furniture, buildings, &c.

Caithness County.

Annual grant = 526*l.* 7*s.* 11*d.*

Grant for two years ended 31*st March* 1894 = 1,052*l.* 15*s.* 10*d.*

Scheme approved on 7th December 1893.

Allocation of grant:—

To each of 7 *selected State-aided schools* fulfilling certain conditions:—

1. A sum of 50*l.* = 350*l.*
2. A capitation grant of 1*l.* on each ex-VI. Standard scholar present at the last inspection.
3. Grants on account of individual scholars under *one* of following heads:—
   - (*a.*) 1*l.* for a pass in the third stage of a secondary specific subject.
   - (*b.*) 2*l.* for obtaining *one or more* leaving certificates of the lower grade.
   - (*c*) 4*l.* for obtaining *one or more* higher grade leaving certificates.

For bursaries:—

Two 10*l. bursaries* in each parish not participating in the above grants to schools.

Four 10*l. bursaries* open to the whole county.

Clackmannan County.

Annual grant = 467*l.* 13*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 935*l.* 7*s.* 2*d.*

[Scheme not yet approved.]

Dumbarton County.

Annual grant = 1,388*l.* 18*s.* 1*d.*

Grant for two years ended 31*st March* 1894 = 2,777*l.* 16*s.* 2*d.*

Scheme approved on 8th December 1893.

Allocation of grant :—

Grants to Secondary Departments in —

	£	£
Bonhill, Alexandria North Public School	180	
Row, Helensburgh, Hermitage Public School	180	
Dumbarton Burgh Academy	180	
Old Kilpatrick, Clydebank Public School	180	1,000
New Kilpatrick Public School	180	
Lenzie Academy	100	

Capitation grant to public schools on attendance of ex-VI. Standard scholars at 2*l.* (estimate = 1,500*l.*).

Scholarships, 30 at 5*l.* = 150*l.*; five of these scholarships are to be offered for competition in connexion with each of the six schools mentioned above amongst ex-VI. Standard scholars who are not in attendance at the schools named.

	£	*s.*	*d.*
Expenses of Committee, &c.	127	16	2

Dumfries County.

Annual grant = 1,051*l.* 5*s.*

Grant for two years ended 31*st March* 1894 = 2,102*l.* 10*s.*

Scheme approved (in part) on 26th April 1894.

Allocation of grant :—

Building grants to :—

	£	£
Dumfries Academy	500	
Annan Academy	300	
Lockerbie, Dryfesdale Public School	450	1,550
Langholm Public School	300	

The balance of 552*l.* 10*s.* to be expended in :—

(*a.*) Building grants to Wallace Hall Academy and Moffat Academy, conditional upon the submission of satisfactory proposals for their enlargement within a certain time.

(*b.*) Expenses of Committee.

Any balance from the failure of claims under (*a.*), or otherwise, may be applied for the equipment of another school in the Thornhill district, or for the promotion of secondary education in the county.

Dundee Burgh.

Annual grant = 2,170*l.* 14*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 4,341*l.* 8*s.* 10*d.*

Scheme approved on 20th September 1893.

Allocation of grant :—

Grants to higher class school, viz., *Dundee High School :—*

(*a.*) *Grant* of 200*l.*

(*b.*) *Capitation grants* of 6*l.* for free scholars, over 13 years of age, who have previously attended State-aided schools, and passed Standard VI.

Capitation grants to secondary departments of State-aided schools, viz., Harris Academy, Morgan Academy, and Liff Road Public School :—

3*l.* for ex-VI. Standard scholars over 13 years of age, paying fees of less than 3*l.* per annum.

6*l.* for free scholars, over 13 years of age, who have previously attended State-aided schools and passed Standard VI.

2*l.* for ex-VI. Standard scholars *under* 13 years of age.

EDINBURGH CITY.

Annual grant = 3,499*l.* 18*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 6,999*l.* 17*s.* 2*d.*

Scheme approved (with modifications) on 11th January 1894.

Allocation of grant :—

Grants to higher class schools on condition of the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.*
		£
Edinburgh High School -	50 (for boys) -	- 1,000
Edinburgh Merchant Maiden Hospital - - -	40 (for girls) -	- 500
Edinburgh, George Watson's College for Boys - -	30 (for boys) -	- 250
Edinburgh, George Watson's College for Girls - -	20 (for girls) -	- 250
Edinburgh, Daniel Stewart's Hospital - - -	30 (for boys) -	- 250
Edinburgh, Heriot's Hospital School - - -	50 (for boys) -	- 250
Total - -	- 220 - -	- 2,500

Capitation grants of 5*l.* for scholars earning leaving certificates (lower grade) in two subjects in State-aided schools in Edinburgh and in Gorgie Public School. The sum is not to exceed a total of 800*l.*, and the grants will be proportionately reduced if necessary.

Grant to the Edinburgh School Board for *secondary education in evening continuation schools* = 200*l.*

Grants for alterations and additions to buildings and furniture at :—

	£	*s.*	*d.*
Edinburgh Royal High School - - -	1,333	6	8
,, Ladies' College - - -	1,000	0	0
,, Daniel Stewart's College - -	666	13	4
	£3,000	0	0

Expenses of the Committee, &c. = 399*l.* 18*s.* 7*d.*

EDINBURGH COUNTY.

Annual grant = 1,666*l.* 11*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 3,333*l.* 3*s.* 4*d.*

Scheme approved on 2nd April 1894.

Allocation of grant :—

I. Grant for two years ended 31st March 1894.

For expenses of Committee and contingencies = 228*l.* 3*s.* 4*d.*

Grants for building and equipment to :—	£	s.	d.
6 secondary departments named below, at 395*l.* each	2,370	0	0
7 State-aided schools named below providing higher education, at 105*l.* each	735	0	0
	3,105	0	0

II. The future annual grants of 1,666*l.* 11*s.* 8*d.* are to be allocated as follows :—

	£	s.	d.
Expenses of Committee	36	11	8

Grants to secondary departments at :—

Class "A" schools. { West Calder, Penicuik, Lasswade, Dalkeith, Portobello, Musselburgh, } at 80*l.* each = 480*l.*

Grants to State-aided schools providing higher education, viz. :—

Class "B" schools. { Ratho Public School, Corstorphine Public School, Juniper Green Public School, Cramond Davidson's Mains Public School, Stow Public School, Stobhill Public School, East Calder Public School, } at 40*l.* each = 280*l.*

Bursaries :—	£	s.	d.
20 *school bursaries* of 5*l.*, with travelling expenses, for two (*or* three) years, tenable at secondary departments and awarded by competitive examination amongst those who have obtained merit certificates (estimated at an average of 8*l.* for two years)	320	0	0
4 *county bursaries* of 20*l.* for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools (20*l.* each for two years)	160	0	0

The balance of 390*l.* to be applied for *grants for efficiency in the above-named schools*, viz. :—

To class "A" schools, 20*l. or* 10*l.* (according to efficiency) for each five scholars above the first 20 in average attendance in the secondary department.

To class "B" schools, 2*l. or* 1*l.* (according to efficiency) for each ex-VI. Standard scholar in average attendance.

Elgin County.

Annual grant = 611*l.* 6*s.* 6*d.*

Grant for two years ended 31st March 1894 = 1,222*l.* 13*s.*

Scheme approved (with modifications) on 16th February 1894.

Allocation of grant :—

Four centres for higher education are recognised (*see* below), and to parishes other than these, the following provisions apply :—

1. *Free railway tickets* to children, in certain specified parishes, who have passed Standard VI. or obtained the merit certificate before reaching the ages of 12½ or 14½ years respectively.

2. A *bursary* of 10*l.* in each of three parishes named, and one of 20*l.* in another parish, where railway tickets are not available = 50*l.*

3. To school boards providing secondary education, *capitation grants of* 3*l.* on account of scholars fulfilling certain conditions.

The residue, after payment of the expenses of the Committee, is to be divided in the following proportions between the schools named below :—

Elgin Academy (Higher Class School) - -	60 parts
Forres Public School (Secondary Department)	- 20 ,,
Bellie Milne's Institution ,, ,,	- 15 ,,
Grantown Public School ,, ,,	- 8 ,,

on condition that free education be given to the holders of bursaries, and to those who are entitled, or would be entitled if they travelled by rail, to free railway tickets.

Fife County.

Annual grant = 2,695*l.* 8*s.* 4*d.*

Grant for two years ended 31st March 1894 = 5,390*l.* 16*s.* 8*d.*

Scheme approved (with modifications) on 7th June 1894.

Allocation of grant :—

Grants to higher class schools :—

(a.) *Direct subsidies* to—

	£	£
Cuper Bell Baxter School - - - -	120	
Dunfermline High School - - - -	120	
Kirkcaldy High School - - - -	120	= 600
St. Andrew's, Madras College - - -	120	
Anstruther Waid Academy - - - -	120	

[The first payment of these subsidies will be double these amounts, viz., for the two years 1892–93 and 1893–94.]

(b.) *Capitation grants* to these schools of 6*l.* for each free scholar who has previously attended for three years at a State-aided school, has been presented in Standard VI. and passed an examination in the subjects of that standard, and proposes to follow the full curriculum of a secondary education.

[No school is to receive more than 300*l.* in all under (a.) and (b.).]

Grants to secondary departments which may be established at certain specified centres :—

(a.) *Direct subsidy* of 100*l.* to each.

(b.) *Capitation grant* of 1*l.* for each scholar (not to exceed 50*l.* to any one school).

Grants to State-aided schools providing higher education at the centres specified.

Capitation grants of—

1*l.* for each scholar who passes Standard VI. and in the three stages of one or more secondary specific subjects.

3*l.* for each scholar who remains at school at least one year after so passing and receives satisfactory secondary instruction.

If the capitation grant so earned shall, in the case of any school, fall below 40*l.*, the school shall receive that sum in lieu thereof.

Expenses of Committee, 50*l.* yearly.

Forfar County.

Annual grant = 1,761*l.* 15*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 3,523*l.* 11*s.* 6*d.*

Scheme approved on 21st December 1893.

Allocation of grant:—

I. *Grants to higher class public schools*, viz.:—
Arbroath Higher School.
Forfar Academy.
Montrose Academy.
Brechin High School (to be converted into higher class school), as follows:—
Annual grant to each of 250*l.* = 1,000*l.*
Additional grant (for first three years) of 50*l.* = 200*l.*
on condition that at least 25 free scholarships are provided in each school.

II. *Grants to secondary departments* in Broughty Ferry Grove Academy, and Kirriemuir Combined Public School:—
Annual grant of 100*l.* each = 200*l.*
Additional grant of 50*l.* (for first three years) = 100*l.*

III. *Capitation grants of* 3*l.* for pupils in State-aided schools who have passed the three stages of a specific subject or the highest stage of a science subject under the Science and Art Department, and of 1*l.* for those who pass in two stages of a specific subject.
(These grants during the first three years are *to be increased by* 1*l.*)

Expenses of Committee not exceeding 40*l.*

Glasgow Burgh.

Annual grant = 8,011*l.* 16*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 16,023*l.* 13*s.* 6*d.*

Scheme approved on 1st September 1893.

Allocation of grant:—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon free scholarships for specified numbers of ex-VI. Standard scholars who have previously attended State-aided schools in the school board district of Glasgow, viz.:—

		£
Glasgow High School (boys)	60 free scholarships	1,800
Garnethill School (girls) (on condition that upper section is formed into a high school for girls)	60 ,, ,,	1,000
Hutcheson's Grammar School (boys)	30 ,, ,,	500
,, ,, ,, (girls)	30 ,, ,,	500
Allan Glen's School (boys)	30 ,, ,,	500

Secondary departments in:—

St. Aloysius' College (boys)	36 free scholarships in the four schools	200
St. Mungo's Academy (boys)		200
Convent School, Charlotte Street (girls)		100
,, Garnethill (girls)		100
City Public School, John Street Public School, Kent Road ,, ,, Whitehill ,, ,, Woodside ,, ,,	(boys and girls) 150 free scholarships	2,500
		7,400

Grant to school board for higher instruction in evening classes = 500*l.*

Grant for apparatus, equipment, and improvements to the managers of the above schools, of the same amount as the above-named grants, together with an additional 100*l.* to school board of Glasgow = 8,000*l.*

Expenses of Committee = 123*l.* 13*s.* 6*d.*

Govan Parish.

Annual grant = 2,240*l.* 9*s.* 1*d.*

Grant for two years ended 31*st March* 1894 = 4,480*l.* 18*s.* 2*d.*

Scheme approved (with modifications) on 25th September 1893.

Allocation of grant :—

Grants to the following public schools :—
Govanhill Public School.
Fairfield Public School.
Albert Road Public School.
Bellahouston Academy Public School.
Hamilton Crescent Public School.
And to Hillhead Public School (on condition that the secondary department does not claim annual grant under the Code).
viz. :—

Capitation grants of :—
4*l.* for free scholars receiving higher instruction who have passed Standard VI. and two stages of a specific subject, and previously attended at State-aided schools in the school board district of Govan.
1*l.* for fee-paying scholars receiving higher instruction.

A further sum of 15*s.* for each free scholar on condition that class-books be supplied free.

Grant for higher education in evening schools = 120*l.*

Haddington County.

Annual grant = 529*l.* 4*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 1,058*l.* 9*s.* 2*d.*

Scheme approved (with modifications) on 5th January 1894.

Allocation of grant :—

Expenses of Committee, &c., 61*l.* 18*s.* 10*d.*

Grants for building and equipment to Tranent (cum Prestonpans), North Berwick, and Dunbar = 400*l.*

Grants to higher class schools, viz. :—
North Berwick High School, 100*l.*
Haddington Knox Institute, 120*l.*

Capitation grants :—
In Knox Institute for each free scholar admitted to the institute after having gained a merit certificate, 5*l.*

In Knox Institute and State-aided schools :—
For each scholar gaining at least the lower grade leaving certificate in the three subjects of English, mathematics, and a language, 6*l.*
(1*l.* to be deducted for each subject in which the pupil fails to gain a certificate.)

In State-aided schools :—
For merit certificate (with mathematics or a language), 2*l.*

Inverness County.

Annual grant = 1,272*l.* 3*s.* 3*d.*

Grant for two years ended 31*st March* 1894 = 2,544*l.* 6*s.* 6*d.*

Scheme approved (with modifications) on 31st October 1893.

Allocation of grant :—

Grants to public schools :—

	£
For each *merit certificate* (with a language or mathematics)	1
For each *lower grade leaving certificate* (except arithmetic)	2
For each *higher grade leaving certificate*	4
For each *honours grade leaving certificate*	5

For 10 *bursaries* of 10*l.* each, tenable in connexion with free scholarships at Inverness Academy by pupils living at least four miles from Inverness Burgh = 100*l.*

Grants for secondary education in State-aided schools :—
50*l.* to each of 11 schools named = 550*l.*

Expenses of Committee = 31*l.* 6*s.* 3*d.*

Kincardine County.

Annual grant = 502*l.* 10*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 1,005*l.* 1*s.* 6*d.*

Scheme approved on 4th October 1893.

Allocation of grant :—

I. *Grant to higher class school* :—
Stonehaven, Mackie Academy = 400*l.*

II. *Grants to secondary departments* at :—

	£	£
Laurencekirk Public School	200	350
Banchory-Ternan Central Public School	150	

III. *For free scholarships* of the annual value of 3*l.*, tenable for three years at higher class schools or secondary departments by scholars from State-aided schools who are 12 years of age and have passed Standard VI. = 200*l.*

The balance for *expenses of Committee* and for increasing grants, or otherwise providing for secondary education = 55*l.* 1*s.* 6*d.*

Kinross County.

Annual grant = 90*l.* 4*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 180*l.* 9*s.* 6*d.*

Scheme approved on 9th April 1894.

Allocation of grant :—
10*l. bursaries*, open for competition to scholars who obtain the merit certificate tenable for three years.

Kirkcudbright County.

Annual grant = 568*l.* 14*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 1,137*l.* 9*s.* 4d.

Scheme approved (with modifications) on 14th November 1893.

Allocation of grant :—

Grants to higher class schools :—

	£	£
Kirkcudbright Academy	125	200
Dumfries Academy	50	
Ewart and Douglas High Schools, Newton Stewart	25	

Further grants on condition of *free places*, viz. :—

	£
Kirkcudbright Academy, for 12 free places	84
Dumfries Academy, for 12 free places	84
Ewart and Douglas High Schools, for 6 free places	24
	192

(The free places are to be awarded to children who have attended two years at school in the county and have passed Standard IV.)

Grants to secondary departments at :—

	£	£
Castle Douglas	90	165
Dalbeattie	75	

Capitation grants to State-aided schools for children passing in Standard VI. and in secondary specific subjects, or remaining at school for one year after so passing, not exceeding 4*l.* or 100*l.* in all.

Grants for buildings, apparatus, and furniture :—

	£
Kirkcudbright Academy	100
Castle Douglas Secondary Department	100
Dalbeattie Secondary Department	100
Dumfries Academy	100
Ewart and Douglas High Schools	50
	450

Expenses of Committee = 30*l.*

Lanark County.

Annual grant = 5,204*l.* 10*s.* 7*d.*

Grant for two years ended 31st March 1894 = 10,409*l.* 1*s.* 2*d.*

Scheme approved (with modifications) on 3rd November 1893.

Allocation of grant :—

Upper ward :—

Grants to central schools, viz. :—

	£	£
Lanark Grammar School (conditional on 20 free places)	50	250
Lesmahagow Public School	50	
Carluke, Market Place Public School	50	
Biggar (South or West) Public School	50	
Douglas Public School	50	

Capitation grants not exceeding 2*l.* (and not to exceed 536*l.* *in all*) to the above schools and to Crawford Public School and Crawfordjohn Public School = 536*l.*

Middle ward :—

Grants to central schools :—

	£
Hamilton Academy (conditional on 50 free places)	200
St. John's School, Hamilton (conditional on 25 free places)	120
Cambusnethan Wishaw Public School	100
Airdrie Academy (conditional on 50 free places)	15[illegible]
Old Monkland, Coatbridge Public School	15[illegible]
Bothwell, Uddingston Public School	100
Dalziel, Motherwell, Merry Street Public School	100
Cambuslang, West Coats Public School	100
Strathavon, Crosshill Public School	40
Larkhall Academy	40
	1,100

Capitation grants to all State-aided schools of 2*l.* on ex-VI. Standard scholars receiving higher instruction, total not to exceed 2,176*l.*

For travelling expenses of scholars attending at central schools = 50*l.*

Lower ward :—

Grants to central schools, viz. :—

	£
Maryhill, Eastpark Public School (conditional on 60 free places)	250
Rutherglen, Stonelaw Public School (conditional on 40 free places	140
Shettleston Public School (conditional on 40 free places)	140
Lenzie Academy	50
	580

For travelling expenses, and as far as possible for *free places*, for ex-VI. Standard scholars from the following parishes attending schools providing secondary education, viz. :—

	£
Springburn parish	80
Part of Cadder parish	70
Carmunnock parish	30
	180

For scholarships in higher class schools, open for competition amongst ex-VI. Standard scholars in the ward = 233*l.*

	£
Expenses of Committee	100

The *grant for the year ended* 31*st March* 1893 to be allocated amongst the three wards in the same proportion as the other grants, and expended on *reorganisation and equipment, supply of class books, and generally for the promotion of secondary education* = 5,204*l.* 10*s.* 7*d.*

Linlithgow County.

Annual grant = 757*l.* 19*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 1,515*l.* 18*s.* 10*d.*

Scheme approved (with modifications) on 16th February 1894.

Allocation of grant :—

A. *Grants to secondary departments*, viz. :—

	£	£
(*a.*) To Bathgate Academy	120	
,, B'oness Anderson Academy	120	300
,, Linlithgow Higher Class School	60	
(*b.*) *Capitation grants* of 3*l.* on average attendance of *ex-VI. Standard scholars* receiving satisfactory instruction in secondary subjects (conditional on certain free places) estimated at		405
(*c.*) Grants for passes in specific subjects by *VI. Standard scholars* of 4*s.*, 6*s.*, and 10*s.* respectively for 1st, 2nd, and 3rd stages, estimated at		40
		745

	£
B. To all schools three or more miles distant from recognised secondary departments :—	
(*a.*) Grants of 7*s.* 6*d.*, 10*s.*, and 15*s.* for passes by *ex-VI. Standard scholars*, in the 1st, 2nd, or 3rd stages respectively, of not more than three specific subjects (exclusive of domestic economy, cookery, and laundry), estimated at - - - - - - -	70
(*b.*) Grants of 4*s.*, 6*s.*, and 10*s.* for passes by *VI. Standard scholars*, in 1st, 2nd, or 3rd stages respectively, of not more than *two* specific subjects (excluding domestic economy, cookery, and laundry), estimated at - -	40
	110
Printing and expenses of Committee - - - -	25

Nairn County.

Annual grant = 120*l.* 11*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 241*l.* 3*s.* 2*d.*

Scheme approved (with modifications) on 26th April 1894.

Allocation of grant :—

After payment of *Committee's expenses* the whole grant to go to *Nairn Rose's Academical Institution*, on condition that all pupils in State-aided schools in the county who pass Standard VI. before attaining 13 years of age, or obtain merit certificates before they are 15 years of age, shall be entitled to free education in the Academy.

Orkney County.

Annual grant = 431*l.* 3*s.* 10*d.*

Grant for two years ended 31*st March* 1894 = 862*l.* 7*s.* 8*d.*

Scheme approved (with modifications) on 9th March 1894.

Allocation of grant :—

Expenses of Committee = 31*l.*

Grants to secondary departments in—

	£	£
Kirkwall (Burgh) Public School - - -	130	210
Stromness Public School - - -	80	
Bursaries for secondary education of 10*l.* or 20*l.* per annum for three years - - - - - - - -		300

Peebles County.

Annual grant = 208*l.* 9*s.* 0*d.*

Grant for two years ended 31*st March* 1894 = 416*l.* 18*s.* 0*d.*

Scheme approved (with modifications) on 6th October 1893.

Allocation of grant :—

To higher class school, viz. :—

Peebles, Bonnington Park School, 350*l.*

Capitation grants to West Linton Public School, not exceeding 15*l.* *in all*, of :—

1*l.* for passes in Standard VI. and three stages of a secondary specific subject.

3*l.* for scholars remaining at school for one year after so passing.

The remainder to be held over for the *Committee's expenses*, &c., and any balance in hand to be added to the grant to Peebles.

PERTH COUNTY.

Annual grant = 1,741*l.* 13*s.* 11*d.*

Grant for two years ended 31*st March* 1894 = 3,483*l.* 7*s.* 10*d.*

Scheme approved (with modifications) on 21st December 1893.

Allocation of grant :—

(1.) Grants to *higher class schools*, viz. :—

	£	£
Perth Academy	200	590
Perth, Sharp's Institution	120	
Crieff, Morrison's Academy	150	
Callander, M'Laren High School	120	

(2.) *Capitation grant of* 2*l.* on average attendance of scholars in the above schools who are over 13 and have passed a prescribed examination.

(3.) *Capitation grant of* 3*l.* 10*s.* on average attendance of scholars who have passed Standard VI. and in two subjects of secondary education in *secondary departments not claiming annual grants* under the Code, connected with schools at—

1. Dunkeld Royal School.
2. Aberfeldy.
3. Blairgowrie.
4. Alyth.

(4.) *Capitation grant of* 2*l.* to *higher departments in certain State-aided schools* named, claiming grant under Code on account of the average attendance of children who have passed in Standard VI. and in two stages of some secondary specific subject.

RENFREW COUNTY.

Annual grant = 3,485*l.* 4*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 6,970*l.* 9*s.* 4*d.*

Scheme approved (with modifications) on 20th September 1893.

Allocation of grant :—

Grants to higher class schools :—

	£
Paisley Grammar School (on condition of 100 free places)	700
Greenock Academy (,, ,, ,, 100 ,, ,,)	700
For free places in higher class schools in Glasgow or elsewhere, not exceeding	120
For free places in Beith Spier's School, not exceeding	120
	1,640

Grants to secondary departments :—

	£
Paisley, John Neilson Institution (on condition of 20 free places for pupils from outside the burgh)	250
Greenock, Holmscroft Public School (no fees to be charged)	250
Cathcart, Queen's Park Public School (no fees to be charged)	250
	750

For higher education in State-aided schools at the following additional centres, at which no fees are to be charged, and pupils from other districts will be entitled to attend, viz. :—

Kilmalcolm,
Pollokshaws,
Johnstone,
Port Glasgow,
Renfrew Burgh,
Barrhead,
Mearns,
} 120*l.* each = 840*l.*

For *travelling expenses of free scholars* = 200*l.*

Expenses of Committee = 50*l.*

The extra grant available during current year is to be allocated amongst the schools referred to in the scheme, for the purchase of *apparatus and other equipment, furniture, buildings, &c.* which have not been, and might not fairly be expected to be, provided out of the rates = 3,480*l.*

Ross and Cromarty County.

Annual grant = 1,114*l.* 14*s.* 3*d.*

Grant for two years ended 31*st March* 1894 = 2,229*l.* 8*s.* 6*d.*

Scheme approved (with modifications) on 6th November 1893.

Allocation of grant :—

1. *Grants for merit and leaving certificates* :—

	£
Grant (open to all public schools in the county) of 1*l.* for each *merit certificate* (with mathematics or a language)	(estimate = 150)
Grant of 2*l.* for each *lower grade leaving certificate* (except for arithmetic)	(estimate = 260)
Grant of 4*l.* for each *higher grade leaving certificate*	(estimate = 80)
Grant of 5*l.* for each *honours grade leaving certificate*	(estimate = 15)

2. *Bursaries.*
Five bursaries of 10*l.* in connexion with free scholarships at Tain Royal Academy, for children not living in Tain burgh or parish, who have obtained merit certificates or passed an equal examination = 50*l.*

3. *Grants to State-aided schools for the improvement of secondary education*, viz. :—

	£
Invergordon Public School	50
Dingwall Public School	50
Cromarty Public School	50
Fortrose Academy	50
Ullapool Public School	50
Auchtercairn or Inverasdale Public School	50
Plockton Public School	50
Stornoway Nicolson Public School	150
	£500

4. *Expenses of Committee* = 58*l.* 9*s.* 7*d.*

Roxburgh County.

Annual grant = 753*l.* 1*s.* 5*d*

Grant for two years ended 31*st March* 1894 = 1,506*l.* 2*s.* 10*d.*

[Scheme not yet approved.]

Selkirk County.

Annual grant = 392*l.* 4*s.* 2*d.*

Grant for two years ended 31*st March* 1894 = 784*l.* 8*s.* 4*d.*

Scheme approved (with modifications) on 5th February 1894.

Allocation of grant :—

	£	*s.*	*d.*
Expenses of Committee	40	9	6

Payments to school boards for the furtherance of secondary education in their districts, by means of increased teaching staff, bursaries, &c., viz.:—

	£	*s.*	*d.*
Ettrick	12	10	0
Ashkirk	25	0	0
Kirkhope	25	0	0
Yarrow	25	0	0
	£87	10	0

The residue is to go *two thirds to Galashiels* and *one third to Selkirk*, but until definite proposals for Selkirk can be submitted for approval, the sum of 218*l.* 16*s.* 3*d.* is being held over by the Department.

The 437*l.* 12*s.* 7*d.* allocated to *Galashiels* is to be applied towards the maintenance of a *higher class school.*

Shetland County.

Annual grant = 406*l.* 10*s.* 6*d.*

Grant for two years ended 31*st March* 1894 = 813*l.* 1*s.*

Scheme approved on 26th September 1893.

Allocation of grant :—

I. *For bursaries* of 5*l.* and 20*l.* tenable, with free education, at Lerwick Secondary School = 200*l.*

II. *Capitation grants to State-aided schools* :—

For each pass in Standard VI. and three stages of a specific subject, 1*l.*

For each scholar who, after passing as above, remains one year at school, and receives satisfactory instruction in secondary subjects, 3*l.*

III. The residue of a sum of 550*l.*, after meeting the above charges and the *expenses of the Committee*, to go the School Board of Lerwick on condition that a secondary school be established and free education be provided therein for all bursars, and all children over 13 in State-aided schools, who have passed Standard VI.

IV. The remainder of the grant may be applied in making grants to school boards for equipment and appliances for secondary instruction = 263*l.* 1*s.*

Stirling County.

Annual grant = 1,664*l.* 2*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 3,328*l.* 5*s.* 2*d.*

Scheme approved (with modifications) on 12th December 1893.

Allocation of grant:—

	£
Grants to higher class schools at Stirling and Falkirk, 200*l.* each	400
Capitation grants of 2*l.* on the average attendance of scholars who having passed an examination equivalent to Standard VI. have received satisfactory instruction in secondary subjects in *higher class or State-aided schools.* Estimated amount	1,248
	1,648

The grants for the present year are to be increased 50 *per cent.*

SUTHERLAND COUNTY.

Annual grant = 310*l.* 0*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 620*l.* 1*s.* 2*d.*

Scheme approved (with modifications) on 11th January 1894.

Allocation of grant:—

To each school providing efficient secondary instruction:—

(*a.*) A grant of 25*l.* (not more than one grant to each parish).

(*b.*) *Capitation grants* of 1*l.* for ex-VI. Standard scholars in attendance.

(*c.*) Grants by results, viz.:—

(1.) 1*l.* for each scholar passing the 3*rd stage of a secondary subject.*

(2.) 2*l.* for each scholar who obtains one or more *leaving certificates* of the *lower grade.*

(3.) 4*l.* for each scholar who obtains one or more higher grade leaving certificates.

WIGTOWN COUNTY.

Annual grant = 508*l.* 0*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 1,016*l.* 1*s.* 2*d.*

Scheme approved on 2nd April 1894.

Allocation of grant:—

To higher class schools:—

	£
Grants to proposed higher class school at *Stranraer*, 160*l.*, and 80*l.* on condition of 20 free places for children who have passed Standard IV.	240
(Alternative proposal:— Grants for secondary departments at— Stranraer 100, Old Luce 70, Kirkmaiden 70 } = 240*l.*).	
Grants to *Ewart and Douglas High Schools, Newton Stewart,* 40*l.*, and 60*l.* on condition of 15 free places for children who have passed Standard IV.	100
	340

To secondary departments at—

	£	£
Wigtown Burgh and Parish Public School	70	140
Whithorn Principal Public School	70	

For capitation grants of 4*l.* (or less) for passes in State-aided schools in Standard VI., and 2nd or 3rd stages of one or more specific subjects; or for scholars who remain one year at school after so passing = 100*l.*

Grants for buildings, apparatus, and furniture for secondary education:—

	£	£
To proposed higher class school at *Stranraer*	200	400
(Alternative proposal:— Grants to school boards of Stranraer, Old Luce, and Kirkmaiden of 66*l.* 13*s.* 4*d.* each).		
To *Ewart and Douglas High Schools*	50	
To *Wigtown* School Board	75	
To *Whithorn* School Board	75	

Expenses of Committee, 20*l.*

REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1893-94.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
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1894.

[C.—7431.–I.]

CONTENTS.

	Page
REPORT - - - - - - - - - -	ix

TABLES.

1. Children of School Age and on School Registers with average attendance - - - - - - - - -	xxxiii
2. Students in Training Colleges (under Denominations) - - -	xxxv
3. Sources from which Candidates for Training are drawn - - -	xxxv
4. Salaries of Teachers - - - - - - - -	xxxvi
5. Compares result of past year with that of preceding year - -	xxxvii
6. Results of inspection for year ended 30th September 1893 - -	xxxviii
7. Population, number of Schools, accommodation, &c. - - -	xl
8. Synopsis of the Schemes of the Burgh and County Committees for the distribution of the sums available for Secondary Education - -	xli

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APPENDIX TO REPORT.

PART I.

Page

ADMINISTRATION OF EDUCATION (SCOTLAND) ACTS, 1872, 1878, and 1883.

List of Parishes and Burghs in each County of Scotland having separate School Boards, with the Population as at the Census of 1891 - - 2

Statement as to School Board Elections, 1894 - - - - 34

Transfers sanctioned under Sections 38 and 39 of Education (Scotland) Act, 1872 - - - - - - - - 35

Sales sanctioned under Section 36 of Education (Scotland) Act, 1872 - 35

Loans sanctioned under Section 45 of the Education (Scotland) Act, 1872 - - - - - - - - - 36

List of Schools recognised under Section 67 (2) of the Education (Scotland) Act, 1872, since the publication of last Report - - - - 38

Code (1894) Day Schools - - - - - - - 39

Code (1894) (Evening Continuation Schools) - - - - 101

Inspectors' Districts, Staff, and Head Quarters - - - - 120

List of Papers relating to Education presented to Parliament by the Committee of Council on Education in Scotland, 1893–94 - - 127

CONTRIBUTION OF PEAT BY SCHOLARS.

Circular to certain School Boards - - - - - 128

HIGHLAND SCHOOLS.

Circulars to certain School Boards - - - - - 128

ARITHMETIC.

Circular to Inspectors - - - - - - - 129

PUPIL TEACHERS.

Minute, dated 28th May 1894, suspending the operation of Article 70 (*b*) of the Code of 1894 - - - - - - - 129

SECONDARY EDUCATION.

Page

List of Secondary Education Committees - - - - - 130

Circular to County and Burgh Committees enclosing, with remarks, Copy of Minute of 9th July 1894 - - - - - 132

Minute, dated 9th July 1894, amending the terms of paragraph 13 of the Minute of 1st May 1893, providing for the distribution of the sum available for Secondary Education - - - - - 134

List of Schools recognised by the Scotch Education Department as Higher Class Public Schools under Section 62 of the Education (Scotland) Act, 1872 - - - - - - - - - 134

Leaving Certificate, and Inspection of Higher Class Schools.

Report for the year 1894 by Henry Craik, Esq., C.B. - - - 135

Note as to Leaving Certificate Examination - - - - 148

Circular as to date of examination, &c. - - - - - 148

Note as to Mathematical Papers - - - - - - 149

Circular as to admission to leaving certificate examination of candidates from higher departments of State-aided Schools - - - 151

Circular as to inspection - - - - - - - 152

Circular as to inspection (Educational Endowments (Scotland) Act, 1882) 152

Circular stating arrangements for leaving certificate examination - - 153

List of University and professional authorities by whom the leaving certificate is accepted - - - - - - - - 155

Examination Papers - - - - - - - - 158

Results of examination for leaving certificates, 1894, and list of schools from which candidates were presented - - - - - 212

PART II.

TABLES SHOWING—

	Page
1. Expenditure from Education Grants	218
2. Building Grants	219

TABLES SHOWING RESULTS OF INSPECTION FOR THE YEAR ENDED 30TH SEPTEMBER 1893.

1. Actual Number of Schools on Annual Grant List, Accommodation, and Number of Scholars in those Schools	220
1A. General Summary of Statistics of Day Schools actually inspected	221
2. School Staff: Certificated Teachers and Assistant Teachers	222
2A. School Staff: Pupil-Teachers and Stipendiary Monitors	223
3. Average Salaries of Teachers	224
3A. Number of Teachers in receipt of Salaries of certain specified Amounts	225
4. School Fees	226
5. Attendance	227
5A. Attendance on which Grant was claimed, and the payments under Article 19 A.	229
6. Summary of Results of Examination of Scholars collectively examined under Article 19 B.	230
7. Operation of Article 19 A. (1), and B. 3; and Article 21 (*a*), in Highland Counties	231
7A. Operation of Article 19 A. (1), and B. 3; and Article 21 (*a*), in Highland Counties, arranged denominationally	232
8. Operation of Article 19 D. and E.	233
9. Results of Examination in regard to Class Subjects, Article 19 C.	234
10. Examination and Results of Examination under Article 21 (Specific Subjects)	236
10A. Examination under Article 21 (*continued*)—Subjects and Stages taken	238
11. Examination and Results of Examination of Blind or Deaf-mute Children under Article 20	245
12. General Summary of Statistics of Inspection of Night Schools	246
12A. Examination and Results of Examination of Scholars in Night Schools	247
12B. Results of Examination of Night Schools in Class and Specific Subjects	248
13. Income and Expenditure of Inspected Schools	250
14. Annual Grants.—Amounts claimed, Deductions, and Amounts granted	251
15. Abstracts of Income and Expenditure of Schools inspected for the last 10 Years	252
16. Table showing, under various heads, progress made during the last 10 Years	259
17. Population of School Age, Number of Scholars on Registers, &c.	260

REPORTS OF HER MAJESTY'S CHIEF INSPECTORS.

1. *J. Kerr, Esq., LL.D.*, on the *Southern Division*	261
2. *R. Ogilvie, Esq., LL.D.*, on the *Western Division*	295
3. *T. A. Stewart, Esq., LL.D.*, on the *Northern Division*	333

PART III.

TRAINING COLLEGES.

Page

Report of Her Majesty's Inspector, *J. Kerr, Esq., LL.D.* - - - 381

Report of *The Hon. Mrs. Colborne*, Directress of Needlework, on Needlework in Training Colleges - - - - - - - 432

Report of *Sir John Stainer*, Inspector of Music, on the Examination in Music of Students in Training Colleges - - - - - - 436

List of Training Colleges under inspection - - - - - 440

TABLES.

1. Summary, showing *Original Cost* of *Buildings*, towards which Grants were made by the Committee of Council on Education; *Receipts and Expenditure* in 1893; and *Number* of *Students* in 1894 - - - 442

2. Table showing *Number* of *Officers, Students*, &c. - - - - 443

3. Table showing the *Income* and *Expenditure* of *Training Colleges for* 1893 - 444

4. Table showing *Average Cost per Student* at each Training College in 1893 - 446

5. Summary of *Results* of *Examination* of Candidates for Admission, and for the Office of Teacher, 1893 - - - - - - - 447

6. Summary of Results of Examination of Students in Training Colleges at Christmas, 1893 - - - - - - - 448

7–10. Tabulated *Results* of *Examination* of Students, Christmas 1893 - - 449

11 & 12. Results of Examination in Science of Training College Students - 459

Syllabus and Regulations. Queen's Scholarship Examination 1894 - - 463

Syllabus of Subjects of Examination for Certificates at Christmas 1894 - 468

PART IV.

List (under Counties and School Board Districts) of Schools aided from the Parliamentary Grant (to 31 May 1894) - - - - - 487

Grants paid to School Boards, under Section 67, Education (Scotland) Act, 1872, during the year ended 31st May 1894 - - - - 531

THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1893–94.

MAY IT PLEASE YOUR MAJESTY,

Day schools.

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Twenty-first Annual Report of our proceedings under the Education (Scotland) Act, 1872.

SUMMARY OF STATISTICS RELATING TO INSPECTED SCHOOLS.

In the year ended 30th September 1893 the inspectors visited 3,004 day schools to which annual grants were made, containing 3,391 departments under separate head teachers, and furnishing accommodation for 737,797 scholars, or more than one sixth of the estimated population. There were on the registers of these schools the names of 664,838 children, of whom—

637,882 were children of school age (5–14);
12,693 were between 3 and 5 years of age;
123,212 were between 5 and 7 years of age;
135,910 were under 7 years of age (infants);
481,311 between 7 and 13;
33,359 between 13 and 14;
9,890 between 14 and 15; and
4,368 above 15.

The decrease in these numbers compared with those of the previous year is accounted for by the fact that, owing to the illness of some members of the inspectorial staff, and to epidemics in some districts, an unusually large number of schools on the annual grant list were not inspected during the year.

Of the scholars whose names were on the books of some inspected school, 618,021 were present on the day of the inspector's visit to their respective schools, while 542,851 were, on an average, in daily attendance throughout the year. During the year, under the Code of 1892 (Art. 19 B), grants were made on an average attendance of 64,271 in infant departments, of 297,293 under Standard III., and of 182,872 above Standard III., the reports of Her Majesty's Inspectors showing that on

the total average attendance of 544,436, the "fair" teaching grant was earned by 5·28 per cent., the "good" by 62·15, and the "excellent" by 32·57.

These statistics, and especially the last item, prove that, in general, the improvement which we have hitherto been able to record from year to year is well maintained.

The resources upon which our educational system is maintained have hitherto been classified as local and imperial, the local contributions having been of three kinds: voluntary subscriptions, rates, and school pence. Of these, the voluntary subscriptions amount to 31,041*l.*, an increase of 1,939*l.* as compared with the year 1891–92. The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 290,295*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1892–93, as we learn from the report of the accountant in Edinburgh, the total amount raised from the education rate was 613,974*l.*, which is 1*l.* 5*s.* 5*d.* per head on the average attendance in public schools; and this necessitated an average rate of 7·30 pence instead of 7·09 pence in 1891–92. The third item above mentioned, viz., the school pence, has undergone, since 1st October 1889, a very material modification. Owing to the extensive relief from the payment of fees which has now been conceded, this item is replaced, as regards the greatest part of its amount, by the grants under the Parliamentary Vote and the Local Taxation (Customs and Excise) Act, 1890. Its total amount during the period in question reached (including payments for books and payments made by the parochial boards) the sum of 369,975*l.*; but of this sum the payments out of the Fee Grant and under the Local Taxation Act, which appear in the accounts of the schools inspected during the period in question, amounted to 315,446*l.**

On the other hand, the amount of parliamentary grants to day inspected schools has increased from 558,455*l.* to 570,678*l.*; and the rate of grant has increased from 1*l.* 0*s.* 8¾*d.* to 1*l.* 1*s.* 0¼*d.* for each scholar in average attendance.

---

* The cost of "maintenance" per child in average attendance was,—

In public schools	2*l.* 6*s.* 11½*d.*
In voluntary schools	2*l.* 2*s.* 6½*d.*

Towards which there was contributed in	Public Schools. £	*s.*	*d.*	Voluntary Schools. £	*s.*	*d.*
By ratepayers	0	12	2		—	
„ subscribers		—		0	7	5
„ fees—						
Children's pence, &c.	0	1	6¾	0	3	0
„ endowment	0	0	6¾	0	1	7¾
„ miscellaneous receipts	0	0	2½	0	0	5
„ Fee Grant	0	11	8¾	0	10	11¼
„ Science and Art Grants	0	0	7½	0	0	5¼
Total	£1	6	10	£1	3	10¼

Night schools.

The school provision of the country consists not only of the day schools, but also of night schools, 275 (257) of which were examined during the year: 19,575 (16,007) scholars above 12 years of age were, on an average, in attendance each night: 22,850 (18,986) scholars were qualified for examination by having made the required number of attendances during the night-school session. Of these, 13,307 (10,331) were actually examined in Standards III.–VI., and out of every 100 scholars so examined 97·36 passed in reading, 88·29 in writing, and 73·19 in arithmetic. The figures in brackets represent the numbers of last year. We think that increase shown is most satisfactory, and we are confident that under the New Evening Continuation School Code, which is now in operation, the statistics for the current year will show an increase much more marked and rapid. The stimulus it has given to the education of scholars who have passed through the elementary schools is very striking. In connexion with this we may call attention to the good which has resulted from the action of the National Home Reading Union,* which has very distinguished support, and which has done much to perpetuate the work of the schools in the later life of the pupils.

Beyond the results of the standard examination, as given above, we find that 13,865 scholars in night schools were presented for examination in class and specific subjects, 6,108 being presented in one, 7,715 in two, and 42 in three subjects. Of these there passed in one subject 6,495, in two subjects 5,644, and in three subjects 39. The subjects most commonly taken were—Geography by 4,034, History by 3,835, Needlework by 2,680, English by 2,588, Book-keeping by 1,597, Mathematics by 1,549, Cookery by 1,277, and Shorthand by 1,114. All these figures show a gratifying increase. We are as strongly convinced as formerly of the usefulness of such schools, both in developing and rendering permanent the work begun in the day schools, and also in the sphere of Technical Education, with which the interests of the scholars are so vitally concerned; and the hope which we expressed last year, that the result of the new Evening School Code would be to encourage and promote the prosperity of such schools, is being fully realised.

Training colleges.

Another, and a separate, head of the parliamentary grant consists of the payments made to seven training colleges, from which the supply of certificated teachers is mainly drawn. The number of students in these colleges in 1893 was 858, 439 of whom, having completed their course of training, along with 255 candidates admitted to the examination as acting teachers, were examined on second year's papers for certificates in December last. The report upon these institutions by Dr. Kerr will be found in the Appendix.

Rate of progress since 1872.

In order to sum up the various statistics given above, we show in the following table, in a comparative form, the rate of progress

* The headquarters of that association are Surrey House, Victoria Embankment, London, W.C.

since the Act of 1872. We have pointed out in previous Reports that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that we have been able to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years		
	1872.	1880.	1893.
ESTIMATED POPULATION	3,395,802	3,705,314	4,090,315
NUMBER OF SCHOOLS (Institutions) inspected	1,979	3,064	3,008
DEPARTMENTS—			
Day	2,133	3,377	3,391
Night	68	277	275
ACCOMMODATION—			
Day schools	281,688	602,054	737,797
Night schools (not connected with day schools)	—	*1,361	*803
PRESENT AT INSPECTION—			
Day scholars	225,300	470,581	618,021
Night scholars	2,641	14,809	18,910
AVERAGE ATTENDANCE—			
Day scholars	213,549	404,618	542,851
Night scholars	3,653	14,297	19,575
NUMBER OF TEACHERS—			
Certificated	2,566	5,330	8,325
Assistant	—	444	1,874
Pupil	3,642	4,582	3,775
Studying in Training Colleges	729	892	858

Proceeding to deal separately and in greater detail with the questions to which these statistics relate we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been

* In 8 schools in 1880; and in 4, 1893; in the remaining cases, the night schools were held in the premises of day schools.

maintained and the points in which it is still to some extent deficient; and, lastly, the teaching power now available and the means existing or suggested for recruiting or developing that power.

I.—*School Supply.*

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1893 sufficient for 768,540 scholars, or 18·79 per cent. of the population.*

Of the total increase of 486,852 seats in inspected schools, we reckon that about 136,000 have been required to meet the growth of the population during the last 21 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

Confining our statistics, as we are obliged to do, to schools established before the passing of the Act of 1872, with the aid of grants from the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, since that Act was passed, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December 1886, when the last building grants were paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided

* The following table shows the classification of schools in the last three years as compared with that of 1872 :—

	1872.	1891.	1892.	1893.
Public - - - - -	—	2,663	2,671	2,679
Church of Scotland - - -	1,311†	54	51	46
Free Church - - - -	523	18	18	17
Episcopal - - - - -	46	73	74	74
Roman Catholic - - - -	22	174	176	177
Undenominational and other schools -	—‡	132	118	112
Total - - - -	1,902	3,114	3,108	3,105

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8¼*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; or at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then* loans to the amount of 3,049,129*l.* 2*s.* 8½*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 5,447,931*l.* 11*s.* 5½*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st March last, in providing school accommodation. As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of this amount represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 3,350,048*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

From these various resources, school accommodation to the amount of 768,540 places, showing an increase of 172·83 per cent. in the last 21 years, has been supplied to meet the requirements of the country. The building grants having now ceased in accordance with the Education Act, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

* To 31st March last.

It becomes necessary, therefore, to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted in 1891 20·86 per cent. of the total population, and are now estimated to amount in Scotland to 853,354. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children, and this difficulty is increased by the refusal of information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance. The relief of fees, on the other hand, has evidently largely increased the attendance of children of earlier years and even brought into school many who are under school age; so that, on a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1893 was 4,090,315, one sixth of which is 681,719. The actual supply is in excess of this by fully 80,000 places. But bearing in mind that school boards find it expedient, in the case of class-rooms for drawing and certain other parts of instruction, to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is redundant; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete.

II.—*School Attendance.*

If the conclusion thus stated, with regard to the supply of accommodation, be correct, it becomes important to consider how far that accommodation is made use of, or, in other words, to consider the circumstances with regard to the average attendance.

With our present population, there might be 818,063 (1 in 5) on the registers, and 681,719 (1 in 6) in average daily attendance. But our returns show only 689,662 children on the registers of schools upon the annual grant list, and 563,286 in average attendance.

In other words, for every 100 children who might be on the registers, for whom some 94 school seats have been provided we have only 84 scholars on the registers, and 69 in daily attendance. The latter figure is slightly higher than that reached last year. But we still think that without unduly straining the compulsory

clauses a considerable addition might be made to the number in average attendance, which is now, however, more than keeping pace with the increase in the number on the registers. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of half-timers, and of those who have passed the standard exempting them altogether from school attendance, it follows, if we assume that every child may be reasonably expected to go to school for seven years, that there might be nearly a hundred thousand scholars more than at present on the registers of aided schools, and a further increase in the same proportion in the average attendance.

Relief of fees.

By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed, were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit is extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1893 the sum so voted was 272,660*l.*, and a further sum of 18,017*l.* was available under the Education and Local Taxation Account (Scotland) Act, 1892. During the year ended 31st March 1894, the capitation grant paid in relief of fees was at the rate of 12*s.*, and it is hoped that it may be at the same rate for the current financial year. But the continuance of this must, of course, depend upon the proportion between the sums at our disposal and the average attendance at the schools.

The tables below show (1) the amount granted to various descriptions of schools for the year ended 31st March 1893; (2) the amount so granted for the year ended 31st March 1894.*

* Tables.

No. 1.—Table showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March 1893.

	£	*s.*	*d.*	£	*s.*	*d.*
To school boards for public schools -	287,334	6	0	287,334	6	0
To managers of voluntary schools:—						
Church of Scotland - -	3,418	5	0			
Free Church - - -	1,902	12	0			
Episcopal Church - - -	6,639	9	0			
Roman Catholic Church - -	25,705	17	0			
Undenominational - -	7,351	16	0			
				45,017	19	0
				£332,352	5	0

The following is an approximate statement as to the extent of the relief granted :—

Number of scholars on registers of schools on annual grant list between 5 and 14 years of age - - - -	661,588
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - -	23,381
Extent of relief granted by the Code -	638,207

But in addition to this many school boards and managers had already during the year now under consideration abolished fees beyond the limit of 14 years of age, and this would much reduce the margin between 638,207 and 689,662, the total number of scholars on the registers.

We desire to repeat the hope that Scottish parents will show their sense of the boon thus conferred, by a constant and vigorous effort to make the school attendance of their children full and regular.

III.—*Standard of Instruction.*

During the year 1893 the number of scholars on the registers of inspected schools was 664,838, and grants were made on an average attendance of 361,564 under Standard III. (of whom 64,271 were in infant departments), and of 182,872 above Standard III. It appears from the reports of Her Majesty's Inspectors that 54·90 per cent. of the scholars in infant departments earned the grant at the "excellent" rate, while only 35·82 per cent. of the scholars in classes under Standard III., and only 19·43 per cent. of those above Standard III. did so.

The following statement gives in a summarised form, which may be found useful, some results of the statistics of the past year :—

For every 100 of the average number of day scholars in attendance—

i. 52 were boys ;
   48 were girls ;
ii. 20 were infants, *i.e.*, below 7 years of age ;
   39 were between 7 and 10 ;
   41 were above 10 ;

No. 2.—Table showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March 1894.

	£	s.	d.	£	s.	d.
To school boards for public schools -	294,808	14	0	294,808	14	0
To managers of voluntary schools :—						
Church of Scotland - - -	3,316	12	0			
Free Church - - -	1,962	10	0			
Episcopal Church - - -	6,743	0	0			
Roman Catholic Church -	26,806	15	0			
Undenominational - -	6,969	4	0			
				45,798	1	0
				£340,606	15	0

iii. 82 were paid for at *Excellent* rate for organisation and discipline.
18 were paid for at *Good* rate.
iv. 33 were paid for on examination in Standard subjects at *Excellent* rate.
62 were paid for at *Good* rate.
5 were paid for at *Fair* rate.
v. 79 earned grants under Article 19 C.
vi. 8 were presented for examination under Article 21 (specific subjects).

Standard examination.

By an important change introduced into the Code in 1886 the large part of every school which consists of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. But this change has now been carried out on a wider scale, so that individual examination does not now form the basis of any payment for the ordinary standard work of the school. The importance of this change, and the increased necessity for vigilance and care which it imposes upon school managers, will be readily recognised by all conversant with our educational system. The result so far, however, has, in our opinion, fully justified the change, and while it has contributed greater freedom and elasticity to the instruction, it has not lessened its efficiency.

Class subjects.

The grant under Article 19 C. (referred to in Section V. of the statement above) is for the encouragement of class subjects, which represent something beyond the bare requirements of the standard examination, and which have always been tested by the efficiency of the classes as a whole, and not according to the knowledge attained by individual scholars. The Code now in force has considerably increased the range of these subjects, and given to them a more important place in the work of the schools. Of 3,010 departments (exclusive of infants' departments) examined during the year, class subjects were taken in 2,996. In 46 one subject only was taken; in 645, two; and in 2,305, three subjects were taken. Besides English, which was taken in 2,982 cases, 2,933 departments took Geography, 2,142 History, 256 Needlework, and 96 Elementary Science. No payment, however, was recommended by Her Majesty's Inspectors to be made in respect of 32 departments (representing an average attendance of 1,113). In the remaining 2,964 departments (representing an average attendance of 431,987 above seven years of age) grants were awarded according to the report in each case, the average sum earned by each of these scholars being 5*s.* 6*d.** This shows that, as compared with the previous year, a larger proportion of departments received grants at the higher, or 2*s.*, rate.

Specific subjects.

Besides the class subjects, the Code has recognised a certain number of specific subjects, for which a grant is made, under

* Full details are given in Table No. 6.

Article 21, upon each individual pass (*see* section vi. of the statement above). Such subjects represent the amount of individual higher instruction which it may be found possible to give, consistently with due attention to the more essential subjects taught to every scholar in the school. They may be begun as soon as a scholar has reached the 5th Standard, and may be continued through three stages. Some statistics as to the results under this article will be found in the note below,* and from these it will be seen that advantage of this article is taken by a large number of pupils—in 1,708 out of a total of 3,010 departments. We have now greatly simplified the schedule of specific subjects; and instead of specifying a limited choice of subjects, with strictly prescribed courses of instruction, we have given to school managers the most complete freedom in suggesting subjects which they deem suitable for the requirements of their own locality, and in drawing up, for approval, schemes under which instruction in these subjects may be given.

* Of 44,280 (42,965) scholars presented under Article 21 of the Code, 4,774 (4,595) were examined, and 3,442 (3,429) passed in three such subjects; 13,169 (12,718) were examined, and 10,558 (10,585) passed in two such subjects, and 24,456 (23,799) passed in one subject. The figures within brackets show the results in 1892.

The following table shows the subjects taken up, and the number of presentations and passes in the three stages of each subject:—

Subject.	1st Stage.		2nd Stage.		3rd Stage.		Total.	
	Presentations.	Passes.	Presentations.	Passes.	Presentations.	Passes.	Presentations.	Passes.
†Domestic Economy	8,823	7,334	6,088	5,333	4,071	3,570	18,982	16,237
†French	9,872	8,052	3,865	3,275	1,574	1,366	15,311	12,693
†Mathematics	8,002	6,485	2,274	1,924	549	478	10,825	8,887
†Latin	6,026	4,695	2,578	2,169	1,133	916	9,737	7,780
†Principles of Agriculture	2,825	2,409	1,332	1,163	1,385	1,177	5,542	4,749
Shorthand	1,248	1,097	263	238	28	27	1,539	1,362
†German	1,029	895	347	315	131	119	1,507	1,329
Bookkeeping	673	498	252	194	24	20	949	712
Navigation	531	340	126	101	1	1	658	442
Animal Physiology	232	204	169	167	93	88	494	459
†Greek	211	194	107	95	61	54	379	343
Gaelic	123	102	67	53	40	29	230	184
Chemistry	176	126	28	24	7	6	211	156
Magnetism and Electricity	78	68	64	56	67	62	209	186
Mechanics	75	68	33	29	3	3	111	100
Botany	54	48	34	32	15	15	103	95
Woollen Manufacture	41	40	25	24	19	18	85	82
Geology	26	17	10	10	23	23	59	50
Sound, Light, and Heat	7	7	1	1	38	29	46	37
Commercial Education	11	7	9	8	—	—	20	15

The seven subjects marked † are specified in the Code. The other subjects were submitted to, and approved by, the Department.

Drill. In connection with the subjects of instruction we may further state that *military drill* (as distinguished from the ordinary school drill which is a part of the organization of every good school) is systematically taught in 404 schools; and the effect of this continues to be beneficial in aiding both the discipline of the school, and the physical development of the scholars.

Needlework. We have printed in the Appendix a report, by the Hon. Mrs. Colborne, on needlework, from which we are glad to learn that the subject continues to receive increased attention from those responsible for the training of future teachers.

Cookery. The instruction in cooking, which is now recognised by the Code, formed part of the curriculum last year in 518 schools, having in the previous year been taught in 446 schools. Payments under Art. 21* (now Art. 22) have been made in 506 departments for 25,305 girls at 4*s.* and for 1,447 at 2*s.* We are glad to find that the number of schools in which this subject is taught is so rapidly increasing: and we shall carefully watch its development with the view of deciding what conditions may be most fitted to secure thoroughness in practical training, and the employment, as instructors, of persons qualified not only by practical experience, but also by some training in the art of imparting knowledge.

Laundry and dairy work. By the Code of 1891 laundry work was recognised as part of the instruction by which grants might be earned, and this recognition is, by the Code for the present year, extended to dairy work.

Drawing. The payment of the drawing grant has now, at the request of many school boards, who found that the previous arrangement was pecuniarily disadvantageous, been transferred to the Science and Art Department, and we therefore offer no remarks upon this part of the school curriculum.

Singing. As regards singing, we find that instruction was given by ear (in 1893) in 573 (or 17·75 per cent.) out of 3,229 departments, in which singing was taught. The Code, as modified in 1886, offers special encouragement for teaching by note, and with this incentive it is evident that the latter method is rapidly extending. We are glad to find from the reports of our Inspectors that its extension is having excellent educational results.

Saving banks and school libraries. Saving banks have been established in 156, and school libraries in 293 schools.

IV.—*Teaching Power.*

The day schools inspected in 1893 contained 3,391 departments, with an average daily attendance of 542,851. For these 8,325 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for

every 65 children. But, if the average attendance reached its proper level, the number of children under instruction in aided schools daily ought to be almost 682,000, and for this number nearly 10,500 certificated teachers would, at the same rate, be required. It might, indeed, become necessary to employ even a larger number. The employment of pupil-teachers shows a tendency to decrease under the influence of a natural preference for adult teachers, and a wish to restrict the time devoted to teaching by such pupil-teachers as may be engaged. We would welcome also a further development of separate infant departments, under independent female teachers, and we trust that this may be the result of increased attention to, and appreciation of, the advantages of infant training. These causes may lead to the employment of a number of certificated teachers even in excess of our estimate.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and the number must constantly diminish whose certificates have been thus obtained.

Another class of teachers are those who hold provisional certificates (which are valid until the teacher completes his or her 25th year) granted upon the completion of an entirely satisfactory course as pupil-teachers. These qualify the holder to take charge of a small school with less than 60 children in average attendance, and a somewhat lower qualification has been accepted as sufficient for the charge of a school with an average attendance of not more than 30 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and without the burden on the rates that the salary of a fully-trained teacher would involve. We find, however, from our returns that, during last year, only 50 teachers of these grades were actually in charge of such schools,

Setting aside these necessarily limited sources of supply, we find that the general source from which the body of certificated teachers may be recruited, is to be found in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. As the result of last examination, 601 teachers were thus added to the body.

This number includes students in training colleges and acting teachers as shown in the following table:—

	Male.	Female.	Total.
Students in training colleges - - - - -	154	283	437
Acting teachers - - - - -	4	118	122
Graduates under Art. 47 II(c) - - -	41	1	42
Total - - - - -	199	402	601

The number of acting teachers who succeeded in obtaining certificates at Christmas, 1893, shows an increase of 107 over the number successful in the preceding year.

Turning again to the whole existing supply of teachers, we find that of 3,862 male teachers, 77·34 per cent. had been students in a training college, while of 4,413 female teachers, 64·2 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession, by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the male teachers again, we find that 580 are graduates, while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined only to those subjects which bear directly on the practical duties of a teacher, or which are not included in the university curriculum.

Training Colleges.

Apart from such entrants, however, the training colleges constitute the chief source of the teaching supply. These colleges, which are seven in number, are recognised for 945 students.* This includes an additional number of students specially added this year for temporary causes.

* *See* Table No. 2.

They can therefore furnish each year rather more than 440 teachers who have been trained for two years, a number nearly sufficient to fill up the waste (calculated at 6 per cent.) in the staff of teachers now employed. We estimate very highly, and would be glad, if possible, still further to develop the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of students who attended the university classes in the past winter is shown in the following table :—

College.	Classes attended.															
	Males.											Females.				
	No. of Students attending University Classes.	Latin.	Greek.	Mathematics.	English Literature.	Education.	Logic.	Moral Philosophy.	Natural Philosophy.	Natural History.	Chemistry.	No. of Students attending University Classes.	Latin.	English Literature.	Education.	Logic.
Edinburgh, C.S. -	29	25	1	26	4	17	1	1	—	—	—	1	1	—	—	—
„ F.C. -	23	24	11	7	5	13	2	1	1	—	1	3	—	2	2	1
„ Epis.	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—
Glasgow, C.S. -	28	16	12	27	1	—	—	—	—	—	—	—	—	—	—	—
„ F.C. -	35	17	27	5	3	—	19	2	—	—	—	—	—	—	—	—
Aberdeen, C.S. -	9	5	—	8	1	6	4	—	3	—	—	3	—	2	3	—
„ F.C. -	9	5	3	4	5	—	1	1	4	1	—	—	—	—	—	—
Total -	138	92	54	77	19	36	27	5	8	1	1	8	1	5	5	1

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.* Last year there were 3,775 pupil-teachers of all years, 949 of whom were in the lastyear of their engagement. In all, 1,292 pupil-teachers and ex-pupil-teachers were examined for admission to the training colleges, while

* *See* Table No. 3.

the other candidates for admission were only 101. It thus appears that it is the pupil-teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges. Six years ago we raised considerably the standard of attainments required from pupil-teachers, and this change has not, so far as we know, led to any over-pressure on the pupil-teachers, and ought to have the effect of making them better qualified to profit, at a future stage of their career, by any opportunities of university training, whether on its present lines or on any wider range which may, through the action of the Universities Commission, be given to the university curriculum.

In the subjects which are of weight in the certificate examination, science has been allowed a considerable place, as we are of opinion that competence to give some instruction in scientific subjects is a valuable addition to the qualifications of a teacher. A table showing the results of the examination of students in the examinations held by the Science and Art Department will be found in the Appendix.

The subject of Agriculture now finds a place in the Scotch training colleges, an Agriculture class having been established at the Free Church Training College, Aberdeen. We shall be glad to encourage any further means by which instruction in this subject might be made available to the future teachers, who will often be employed in districts where they might turn a practical knowledge to excellent account.

The study of languages also forms an important part of the instruction at the training colleges, 291 papers (in Greek, Latin, and French) having been worked by male students, and 554 (in French) by female students.

In drawing, 777 students were examined, and 520 passed in one or more branches. Looking to the important place which it is desirable that this subject should hold in the elementary schools, we trust that means may be taken by the authorities of the training colleges to prevent its neglect.

In view of the increasing number of training college students availing themselves of the facilities given by the Code for attendance at the universities, it has been considered expedient to change the date of the Certificate Examination hitherto held in December, so as to interfere as little as possible with the university studies of these students; and this change further necessitates an alteration in the date of the Admission Examination.

The examination for certificates in 1894 will take place in December as usual, but in 1895 and subsequent years the month of examination will be June or July.

In 1894 there will be two Queen Scholarship Examinations—one commencing on the 3rd July, the other on the 18th December. In subsequent years the month of examination will be December.

The average salary of a schoolmaster (whether principal or assistant) is now 135*l.* 15*s.* 2*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.* and is now 64*l.* 8*s.* 10*d.* Besides this, 1,662 masters and 452 mistresses are provided with residences free of rent.

A table at the end of this report gives some further details as to salaries.

We publish in the Appendix:—

Returns of the loans sanctioned for the erection or enlargement of schools, of the transfer of schools sanctioned under sections 38 and 39 of the Education (Scotland) Act, 1872, of the sale of public schools sanctioned, as well as of the grants made to supplement the rates of poor and populous districts (sec. 67 of the Act of 1872).

Pensions.

We have received, during the year ended at Michaelmas 1893, 56 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July 1875, and 16th June 1884, and have awarded 5 pensions of 30*l.*, 15 of 25*l.*, and 27 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 503 Scotch applications. We have awarded 20 pensions of 30*l.*, 78 of 25*l.*, and 148 of 20*l.*, and 40 gratuities to the amount of 1,060*l.*

It may be noted that the following pensions have been awarded under the Minute of 16th June 1884, which extended the original limits of Article 118 (5) in favour of teachers employed before August 1851; viz., 12 of 30*l.*, 42 of 25*l.*, and 96 of 20*l.*

The addition of 830*l.* last year made to the amount placed at our disposal for pensions, has enabled us to meet a larger number of very urgent and distressing cases amongst those who have broken down in the discharge of arduous and useful labours.

General.

Before concluding our report it has been our practice to refer to any special features in the operations of the previous year, and to review the progress of Scotch educational administration generally.

Blind and Deaf-mute Children.

We have referred in previous years to the fact that by the Education of Blind and Deaf-Mute Children (Scotland) Act, 1890, provision has now been made to secure the education of such children. Since the Act came into operation we have sanctioned payments by school boards in respect of 152 children (96 deaf-mute, 54 blind, 2 both blind and deaf-mute). The payments sanctioned run as a rule from 10*l.* to 15*l.* In some

cases an amount for transit has also been sanctioned. An amount below 10*l.* has been sanctioned in one or two cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense.

In connexion with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated; but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of cost.

Nine institutions not otherwise on the annual grant list, and 25 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 30th September 1893, on account of 437 scholars whose attainments in elementary or class subjects were found to be satisfactory, and of 2*l.* 2*s.* in each case on account of 401 scholars who had made satisfactory progress in some course of manual instruction.

Highland Schools.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 576 out of 657 schools inspected during the past year in the specified counties, and extra grants, amounting to about 7,220*l.*, have been paid under its provisions during the past year.

This Minute offers another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was difficult to give opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools. Under this clause the sum of 862*l.* has been paid in respect of 2,873 passes. Further, as a result of that Minute, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. We trust that this aid combined with the

grant available for higher education under the Education and Local Taxation Account (Scotland) Act, 1892, will be efficacious in preserving for these localities the advantages of some amount of higher education, which has always been a distinctive feature of Scottish schoo's.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of our long, minute, and anxious consideration; and as a result we were able, under a Minute of 21st December 1888, to propose certain terms to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools, and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the estimates a sum of 4000*l.* for special grants to these districts. We are glad to say that the necessities of these districts have so far been relieved that we have been enabled, year by year, to reduce the amount, which in the estimate for this year stands at 1,500*l.* The result continues to be eminently satisfactory. The boards are restored to a position of solvency; and though it cannot be said that the local resources are in all cases sufficient to meet the present burdens, yet we trust that provision has been made for a sound financial position, combined with increased efficiency, and that before long local responsibility may be fully restored. In the case of one school board—that of Stenscholl—we thought it right to bring the provisional arrangement to a close; and the present Minute is confined to Ross-shire and Inverness-shire in which counties alone the arrangement had actually been adopted

Secondary Education.

In our reports for recent years we have referred to the results of the inspection of higher schools, which was first undertaken after the re-organization of this Department in 1885. We have noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and, in most respects, the improvement continues to be maintained. The number of schools under inspection is now 69, 27 being higher class public schools, 24 endowed schools, and 18 schools under voluntary managers who have invited the inspection of the Department. By the liberality of Parliament, additional resources are now available for secondary education in Scotland. The question of the method of distribution by which these resources may most effectually contribute to the educational benefit of each locality was referred by Minute of 1st May 1893 to burgh and county committees. All these committees have submitted schemes, which, with one or two exceptions, have now been approved, and the sum due to each locality has been paid. The provisions of these schemes are very various, but we have endeavoured to give a general synopsis of the whole in Table 8.

That table shows the allocation under each scheme, and it will be seen from it that the plans followed are very various. Experience will give opportunities of comparison, and we would hope that in the course of time it will be found that greater uniformity of system is compatible with full recognition of the different requirements of each locality. So far it is evident that the committees have, as a rule, endeavoured to come to a compromise between the plan of selecting and aiding central secondary schools, and that of distributing a share of the grant amongst a large number of State-aided schools, on condition that some amount of higher education is given in these schools. In some cases we think that there has been a tendency to distribute the grant too widely, thereby incurring the risk of dissipating resources and spending their grant on work which might fairly be overtaken by schools which are aided from the Parliamentary grant. But the committees have generally required adequate proof that some work of a higher kind is done in each school sharing in the grant, and if this condition is insisted upon, it ought to serve as a guarantee against expenditure which does not produce some valuable result in promoting higher education. It must be remembered that in many districts, where there are no distinctively secondary schools, the effect of restricting the grants to such schools would be to deprive of any benefit large numbers who, if they are to obtain higher education at all, must make at least the first steps therein at the ordinary State-aided schools.

We trust that the committees will, in each instance, endeavour to steer a fair course between these difficulties, and we shall be in close communication with them, to give such aid to their

deliberations as may be in our power. We feel it to be our duty strenuously to resist any plan which would deal with this fund as one which is to be divided amongst localities apart from the fulfilment of distinct educational conditions, which might not otherwise be realized.

The main purposes for which the money is allotted are:—

1st. Subsidies to higher class schools.
2nd. Subsidies to higher departments in State-aided schools.
3rd. Bursaries.
4th. Capitation grants, allowed sometimes on the average attendance of scholars who have passed beyond standard work, and sometimes on the number who have passed certain definite tests, such as the leaving certificate or the merit certificate.

It is not possible to state the amount assigned for each of these purposes, inasmuch as the proportion is sometimes dependent on contingencies, and the subsidies are liable to be reduced or increased in proportion to the rise or fall in the number of capitation grants. This is a system to which no objection can be taken if the capitation grants are paid on sufficiently stringent conditions. If such capitation grants are numerous we may infer that much higher instruction is given in the ordinary schools; if few pupils in these schools can claim them, then the central school rightly obtains a larger subsidy.

Speaking generally, we find that out of a total grant for two years of 114,000*l.* about 16,000*l.* has been assigned in direct subsidies to higher class schools, and about 17,000*l.* in direct subsidies towards secondary education in State-aided schools, in both cases with a possibility of increase, whilst a sum of more than 20,000*l.* has been set aside for the better equipment in buildings and apparatus of these two classes of schools. This is in addition to anything which the schools may gain from capitation grants. The larger portion of what remains will be paid in bursaries and capitation grants, and we hope next year to be able to name the amount expended under each head.

We propose shortly to lay a new Minute before Parliament, under which a sum of 200*l.* for each burgh and county, to be expended, if the committee thinks fit, in support of higher class schools, shall be made a first charge upon the fund. When this Minute is approved, we shall ask each committee to submit any modifications in their scheme for which they desire approval.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of secondary or higher class schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform

test, and such strict method in the conduct of the examination, as is necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 152 (including 97 State-aided schools); that the number of candidates, which was 972 in 1888, was last year 7,148; and that the total number of papers taken, which was 4,300 in 1888, was last year 24,240. For the present year the numbers have largely increased; but we are unable as yet to give exact statistics, as the examination does not take place until June.

The total number of schools presenting candidates for the present year is 212, and of these 63 are higher class schools, and 149 higher departments of State-aided schools.

A large number of university and professional authorities have announced their readiness to accept the certificate in lieu of such preliminary examinations as are held under their directions.*

For the general results of the inspection and leaving certificate examination we have to refer to the report of the Director, which will be found in the Appendix.

Merit Certificate.

Merit certificate.

In 1891 we asked the special attention of school boards and other educational authorities to the proposal for a merit certificate, which appeared to us to be of great practical importance in view of complaints which reached us with regard to the defective way in which pupils acquire the ordinary elementary subjects. Whether as a preparation for the ordinary business of life, or as an introduction to higher or technical education, thoroughness in elementary subjects is the first requirement of elementary schools. It is the object of the merit certificate, to secure this by enlisting the self-interest of parents and the co-operation of employers of labour. It was asserted that the number of pupils who might be induced to remain longer at school by means of the merit certificate was small. But the proposal has now been in operation for two years, and we

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* Amongst these we may name :—
The Lords of Council and Session (for the purposes of the Law Agents Act);
The War Office and the Civil Service Commissioners for the Army Preliminary Examination;
The University of Oxford;
The University of Cambridge;
The Universities of Edinburgh, Glasgow, and St. Andrews, for the preliminary examination for the three years' course;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Institute of Accountants and Actuaries in Glasgow;
The Society of Accountants in Edinburgh; and
Girton College, Cambridge.

have already issued 3,791 of these certificates, from which it would appear that the opportunity is highly valued. We continue to receive assurances that the importance of such pupils in a school is not measured by their numbers only, and that the benefit which accrues from their obtaining an adequate education extends far beyond the individual pupil immediately concerned.

Technical Education.

We have previously referred to the efforts which we made to draw the attention of school boards to the provisions of the Technical Schools (Scotland) Act of 1887, and the new field of operations which it threw open. School boards still appear to hesitate about enlarging their sphere of action by making use of the provisions of this Act. But we are not disposed to infer from this that the subject is disregarded, and, on the contrary, we believe that it is attracting considerable attention, and that discussion is now doing much to define the proper aims and methods of such instruction. It is probable also that school boards are anxious to consider this, not so much as a separate question, but rather as one belonging to the larger sphere of higher education generally, and that they desire to weigh carefully the action which it may be expedient for them to take, on grounds of public interest, in this larger question, before embarking upon any further development of technical education as one branch thereof. The New Evening Continuation School Code, however, which has had the effect of increasing the numbers of, and attendance at, evenings schools, has given a very strong impetus to instruction of this sort.

Under the Local Taxation (Customs and Excise) Act, 1890, power is given to town and county councils to contribute to the support of technical instruction, and under the Education and Local Taxation Account (Scotland) Act, section 2, subsection 5, further powers of the same nature are conferred upon these bodies.

The Technical Instruction Amendment (Scotland) Act, 1892, removes certain impediments which were found to hinder the exercise of these powers.

Conclusion.

We think we are entitled, in conclusion, to express to Your Majesty the confident hope that the marked progress which has characterised the educational policy of recent years is maintained, and that its results are matter for satisfaction. We have abundant testimony that the changes in the Code begun in 1886, and now completed in such a way as to change the whole basis upon which grants are made, have been cordially accepted by all those interested in education, and our experience proves that while these changes have removed much irksome restraint,

they have not dispensed with any necessary tests of efficiency. The fundamental change implied in the relief of fees has been carried out with the general concurrence of the whole community, and the change itself has borne good fruit in the increased attendance of scholars, and in the new impulse to educational effort. In the midst of this general energy of effort we are glad to have been able to give special help to those districts where the difficulties are greatest and the resources most curtailed, and that it has restored them in each case to a state of solvency and increased efficiency. In the sphere of secondary education, where we welcome the increased resources now available, we are glad to find that the efforts we have made towards its organisation and encouragement have been cordially accepted and met by equal zeal on the part of localities, and that the burgh and county committees have shown earnest endeavour to apply the new resources in the way most calculated to benefit each locality. Lastly, in connection with evening schools, we find, as we confidently hoped, that the new Code has greatly enhanced their attractiveness, added to the numbers both of schools and of scholars, and given to the evening school an enlarged sphere of usefulness.

(Signed) ROSEBERY.
GEORGE OTTO TREVELYAN.

HENRY CRAIK, *Secretary*,
Scotch Education Department,
the 19th day of June 1894.

Tables referred to in Report.

No. 1.

Table A.

Showing the Estimated Total Number of Children of each year of school age, and the number and per-centage of these whose names are on school registers.

Age.	Total Number of Children.	Number of Children on Registers.	Per-centage.
5 to 6	100,725	48,207	47·86
6 „ 7	98,702	79,847	80·90
7 „ 8	96,228	88,913	92·40
8 „ 9	95,372	90,131	94·50
9 „ 10	94,239	86,953	92·27
10 „ 11	95,532	86,373	90·41
11 „ 12	90,720	82,168	90·57
12 „ 13	91,948	64,352	69·99
13 „ 14	89,888	34,644	38·54
Total	853,354	661,588	77·53

No. 1.

TABLE B.

SHOWING the INCREASE in AVERAGE ATTENDANCE since 1872.

Years.	Average Attendance in Aided Day Schools.	Increase on previous Year.	Rate of Increase.
1872	213,549	—	—
1873	220,508	6,959	3·3 per cent.
1874	263,748	43,240	19·6 per cent.
1875	303,536	39,788	15· per cent.
1876	329,083	25,547	8·4 per cent.
1877	360,413	31,330	9·5 per cent.
1878	377,257	16,844	4·6 per cent.
1879	385,109	7,852	2·1 per cent.
1880	404,618	19,509	5·1 per cent.
1881	409,966	5,348	1·32 per cent.
1882	421,265	11,299	2·76 per cent.
1883	433,137	11,872	2·82 per cent.
1884	448,242	15,105	3·49 per cent.
1885	471,175*	22,933	5·12 per cent.
1886	483,996*	12,821	2·72 per cent
1887	494,373*	10,377	2·14 per cent.
1888	502,046*	7,673	1·55 per cent.
1889	508,468*	6,422	1·27 per cent.
1890	519,738*	11,270	2·22 per cent.
1891	540,028*	20,290	3·90 per cent.
1892	549,420*	9,392	1·71 per cent.
1893	563,286*	13,866	2·52 per cent.

* The figures for 1885–1893 are those of schools upon the annual grant list.

Table No. 2

Showing Number of Students in Training Colleges, arranged under Denominations.

Denomination.	Number of Students.								
	1892.			1893.			1894.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of Scotland - - -	153	247	400	144	256	400	134	309	443
Free Church - - - -	151	249	400	152	248	400	147	290	437
Episcopal Church - - -	—	60	60	—	58	58	—	59	59
Total -	304	556	860	296	562	858	281	658	939

Table No. 3.

Showing the Sources from which the Candidates for Training, in each of the above three Years, were mainly drawn, at the previous Queen's Scholarship Examinations.

	1892.		1893.		1894.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of all years - - -	902	3,002	825	2,951	758	3,017
Pupil-teachers in their last year - -	252	834	223	776	182	817
Pupil-teachers examined for admission into training colleges - - - -	224	702	236	679	254	1,033
Non-pupil-teachers examined - -	13	97	15	73	16	85
Candidates who passed the examination successfully - - - - - -	212	646	210	601	212	829

Table No. 4.

Salaries of Teachers.

The following table of the salaries now enjoyed by the masters and mistresses of aided schools, when compared with those published from time to time in former reports of the Department, will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers:—

Certificated Masters.

——	Number and Per-centage in receipt of Salaries of								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.** and over.	Total.
Principal -	15	130	315	757	473	265	129	209	2,293
	·65	5·67	13·74	33·01	20·63	11·56	5·63	9·11	—
Assistant -	10	360	650	450	80	19	2	—	1,571
	·64	22·92	41·37	28·64	5·09	1·21	·13	—	—
1874.									
†	50	274	438	646	262	114	38	28	1,850
	2·7	14·81	23·68	34·92	14·16	6·16	2·06	1·51	—

Certificated Mistresses.

——	Number and Per-centage in receipt of Salaries of								
	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
Principal -	12	32	55	554	288	128	17	12	1,098
	1·09	2·91	5·01	50·46	26·23	11·66	1·55	1·09	—
Assistant -	126	197	239	2,187	470	137	3	3	3,362
	3·75	5·86	7·11	65·05	13·98	4·07	·09	·09	—
1874.									
†	65	54	70	449	142	50	6	—	836
	7·77	6·46	8·37	53·71	16·99	5·98	·72	—	—

* Of these, 157 ranged from 300*l.* to 400*l.*; 42 from 400*l.* to 500*l.*; 8 from 500*l.* to 600*l.*; 1 from 600*l.* to 650*l.*; and 1 from 700*l.* to 750*l.*

† The figures for 1874 refer to the whole of the certificated teachers, both principal and assistant. There were not 600 of the latter in our schools at that period; at present there are nearly 5,000.

Table No. 5.

Showing the Result of the Work of the past Year compared with that of the preceding Year.

		1891-92.	1892-93.	Increase. Number.	Increase. Per cent.
	Total population (estimated)	4,057,852	4,090,315	32,463	·8
	Population, 3-5 years	200,110	201,711	1,601	·8
	„ 5-14 „	846,582	853,354	6,772	·8
	„ 3-14 „	1,046,692	1,055,065	8,373	·8
Day schools	Number of schools inspected { institutions	3,030	3,004	*26*	*·86*
	{ departments	3,401	3,391	*10*	*·29*
	Number of scholars for whom accommodation was provided	736,511	737,797	1,286	·17
	„ on the school registers	666,992	664,838	*2,154*	*·32*
	„ present at inspection	621,206	618,021	*3,185*	*·51*
	„ in actual average attendance	538,678	542,851	4,173	·77
	„ in average attendance on which the grant was claimed (Art. 19 A.)	541,972	545,798	3,826	·71
	„ in average attendance on which the grant for organisation and discipline was allowed (Art. 19 A. (3))—				
	At *excellent* rate	440,004	447,906	7,902	1·80
	„ *good* rate	98,943	96,127	*2,816*	*2·85*
	„ in average attendance on which the grant on examination in standard subjects was allowed (Art. 19 B.)—				
	At *excellent* rate	147,867	177,321	29,454	19·92
	„ *good* rate	357,756	338,867	*19,889*	*5·42*
	„ *fair* rate	35,643	28,748	*6,895*	*19·34*
	„ in average attendance earning grants under Art. 19 C.	430,526	431,987	1,461	·34
	„ examined under Art. 21 (specific subjects)	42,965	44,280	1,315	3·06
	„ „ „ in one subject	25,652	26,337	685	2·67
	„ „ „ in two subjects	12,718	13,169	451	3·55
	„ „ „ in three subjects	4,595	4,774	179	3·90
	„ who passed in specific subjects	37,813	38,456	643	1·70
	„ „ in one subject	23,799	24,456	657	2·76
	„ „ in two subjects	10,585	10,558	*27*	*·26*
	„ „ in three subjects	3,429	3,442	13	·38
	Number of certificated teachers	8,252	8,325	73	·88
	„ assistant teachers	1,862	1,874	212	12·76
	pupil-teachers	3,776	3,775	*1*	*·03*
	„ female assistants, 32 (*c*) 3	131	129	*2*	*1·53*
	Blind or deaf-mute scholars, Art. 20 — Number of schools inspected { Institutions not otherwise on Annual Grant List	9	9	—	—
	{ Ordinary annual grant schools	15	25	10	66·66
	Number of scholars presented to H.M. Inspectors under Art. 20(a) and (b)	317	437	120	37·85
	„ „ paid at the rate of 3*l.* 3*s.* under Art. 20(a)	311	437	126	40·51
	„ „ „ „ of 2*l.* 2*s.* under Art. 20(b)	270	401	131	48·52
		£	£	£	£
Day and night schools	Amount of school income derived from (1) Rates	262,205	290,295	28,090	10·71
	„ „ (2) Voluntary subscriptions	29,102	31,041	1,939	6·66
	„ „ (3) Fees paid by scholars	45,428	33,558	*11,870*	*26·13*
	„ „ (4) Books, &c., sold to children	20,430	20,971	541	2·65
	„ „ (5) Fee grant	311,597	315,446	3,849	1·24
	Total income (including grant, &c.)	1,251,245	1,286,027	34,782	2·78
	Total cost of maintenance	1,242,542	1,280,289	37,747	3·04

Italics denote decrease.

TABLE No. 6 - - - - -

TABLE showing the RESULTS of the INSPECTION and EXAMINATION of ELEMEN-

County.	Number of		Accommodation.	Number of Scholars on the Registers.	Actual Average Number of Scholars in Attendance.	Average Attendance on which Grant was claimed.	Total Average Attendance paid on under Art. 19 B.			Total Average Attendance paid on as being			
	Schools.	Departments.					Art. 19 B. 1 (a) Under Standard III.	Art. 19 B. 1 (b). Above Standard III.	Art. 19 B. 2. Infants.	Fair.	Good.	Excellent.	Total.
Aberdeen -	278	299	56,404	50,412	41,433	41,673	22,932	14,695	3,886	3,872	27,307	10,334	41,513
Argyll - -	163	173	17,021	12,489	10,167	10,249	5,302	3,912	992	430	6,891	2,885	10,206
Ayr - -	163	182	44,680	38,900	32,012	32,139	18,732	11,114	2,293	1,796	24,060	6,283	32,139
Banff - -	77	77	14,427	11,899	9,393	9,466	6,005	3,374	84	197	5,958	3,308	9,463
Berwick -	46	52	7,414	5,123	4,284	4,324	2,254	1,524	546	263	3,811	250	4,324
Bute - -	21	21	3,733	2,619	2,215	2,217	1,289	926	—	79	1,117	1,019	2,215
Caithness -	50	51	7,778	6,218	4,694	4,803	2,817	1,876	113	834	3,907	65	4,806
Clackmannan	20	22	6,607	6,293	5,201	5,255	3,286	1,709	261	453	2,758	2,045	5,256
Dumbarton -	53	61	18,538	16,755	13,935	13,991	8,164	4,499	1,328	668	8,741	4,582	13,991
Dumfries -	102	109	16,991	13,296	11,081	11,121	6,153	4,059	910	391	6,222	4,509	11,122
Edinburgh -	153	228	64,831	60,591	50,564	50,592	19,711	15,922	14,875	1,025	26,378	23,105	50,508
Elgin - -	34	39	7,758	6,255	4,906	4,935	2,450	1,959	523	824	3,448	660	4,932
Fife - -	140	176	38,944	34,870	28,917	29,009	13,212	9,312	6,390	931	17,977	10,006	28,914
Forfar - -	164	200	49,145	46,334	37,467	38,209	19,349	12,518	6,350	2,598	23,544	12,075	38,217
Haddington -	37	41	6,784	5,775	4,777	4,793	2,655	1,545	587	149	3,049	1,590	4,787
Inverness -	178	182	18,438	14,796	11,419	11,570	6,555	4,289	508	2,563	7,330	1,459	11,352
Kincardine -	57	58	8,337	6,839	5,565	5,609	3,523	1,742	92	1,105	3,109	1,143	5,357
Kinross - -	7	8	1,338	951	785	798	381	304	112	69	656	72	797
Kirkcudbright	68	73	9,619	7,282	6,186	6,241	3,457	2,377	399	68	3,629	2,536	6,233
Lanark - -	323	376	173,051	169,668	138,092	138,178	86,259	43,779	8,132	1,151	82,516	54,503	138,170
Linlithgow -	34	46	9,807	9,601	7,853	7,865	3,615	2,422	1,828	300	5,654	1,911	7,865
Nairn - -	15	17	1,841	1,572	1,243	1,262	595	451	214	35	851	374	1,260
Orkney and Shetland -	121	122	10,522	9,081	6,809	6,973	4,093	2,726	138	1,161	3,922	1,874	6,957
Peebles - -	22	24	2,955	2,383	1,999	2,008	1,094	758	153	153	1,592	260	2,005
Perth - -	179	194	26,257	20,424	16,469	16,657	9,122	6,057	1,458	2,276	9,246	5,115	16,637
Renfrew -	93	132	46,997	45,231	37,396	37,551	17,940	12,276	7,339	536	18,456	18,563	37,555
Ross and Cromarty - -	127	128	14,848	12,712	10,183	10,281	6,275	3,676	139	2,502	6,515	1,073	10,090
Roxburgh -	73	78	12,811	10,047	8,289	8,332	3,943	3,105	1,230	182	7,043	1,053	8,278
Selkirk - -	22	27	4,559	4,395	3,687	3,693	1,592	1,368	733	223	3,072	398	3,693
Stirling - -	85	100	23,732	22,255	18,107	18,130	9,974	5,761	2,381	763	13,891	3,462	18,116
Sutherland -	41	41	3,781	3,175	2,487	2,514	1,509	985	—	843	1,651	—	2,494
Wigtown -	53	54	7,849	6,597	5,236	5,360	3,053	1,852	277	308	4,067	809	5,184
Totals -	3,004	3,391	737,797	664,838	542,851	545,798	297,293	182,872	64,271	28,748	338,367	177,321	544,436

TABLE No. 6.

TARY DAY SCHOOLS in SCOTLAND, for the Year ended 30th September 1893.

Class Subjects. Number of Departments in which the Scholars were examined in					Cookery, Art. 21*.		Specific Subjects.			Number of Pupil-teachers for whom Grants have been paid for.		Staff.			Average Cost per Scholar in Average Attendance.
English.	Geography.	History.	Needle-work.	Elementary Science.	Number of Departments.	Number of Girls for whom Grants were paid.	Number of Departments in which Scholars were presented.	Number of Scholars examined. Standards V.-VI.	Ex. Standard VI.	Good Examination (60s.).	Fair Examination (40s.).	Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.	£ s. d.
273	274	81	11	6	29	1,450	199	2,553	1,454	74	97	729	101	321	2 7 0
165	164	149	3	3	10	444	99	935	611	9	27	234	36	61	2 18 1½
160	155	144	6	1	32	1,750	72	1,227	740	63	77	442	132	217	2 1 6¾
76	76	41	8	3	17	738	52	612	428	31	12	161	26	58	2 5 6¾
46	46	29	8	1	—	—	24	149	85	3	5	73	14	25	2 10 0
21	21	17	1	1	1	104	13	153	118	3	1	45	1	14	2 13 2¾
50	50	37	—	—	—	—	31	202	341	9	10	78	24	42	2 9 0
19	20	18	1	1	5	434	11	228	117	22	13	67	11	51	2 1 6½
52	52	50	2	1	16	741	30	1,115	347	13	26	202	60	83	2 5 11½
100	98	56	4	5	7	312	60	1,008	373	20	19	191	34	73	2 11 3½
158	155	99	48	23	38	2,231	90	2,291	919	149	115	740	140	412	2 11 3½
33	33	28	—	—	6	214	24	415	265	22	10	84	10	41	2 6 7½
135	133	69	54	10	14	598	75	1,148	431	69	38	430	101	186	2 0 11½
162	151	123	22	3	43	2,333	69	1,401	817	73	90	580	147	217	2 8 4¼
37	37	19	9	3	2	31	18	193	118	5	14	83	12	32	2 8 3¾
176	174	147	7	2	6	375	103	981	555	32	11	216	42	97	2 9 0
56	57	14	3	1	6	206	33	277	179	6	9	102	16	28	2 7 0¾
7	7	7	—	—	—	—	6	80	19	2	1	14	5	4	2 11 2
69	68	30	2	2	3	60	51	647	305	8	14	112	11	40	2 9 3¾
334	333	326	3	4	177	10,010	206	7,900	2,812	338	211	1,807	522	968	2 4 6¾
32	32	26	5	1	10	511	20	235	130	8	17	118	35	55	2 1 4½
14	14	15	—	—	—	—	7	88	57	—	1	25	5	6	2 5 9½
115	102	69	4	1	—	—	47	374	298	13	9	148	24	49	2 5 5½
22	20	14	9	1	—	—	9	35	15	3	2	38	6	10	2 12 2
179	179	163	6	3	9	386	110	1,037	478	43	25	312	55	101	2 12 1½
98	95	85	9	10	37	1,761	56	2,857	876	82	82	507	138	253	2 4 7¼
126	125	89	1	—	1	34	59	361	378	13	23	175	28	91	2 3 6
69	69	35	20	8	6	365	27	265	204	27	13	149	19	48	2 8 3½
21	21	15	4	1	4	266	11	84	65	3	6	66	9	18	2 2 5½
85	85	79	3	1	27	1,398	48	881	300	35	35	247	83	133	2 2 10
41	39	26	2	—	—	—	20	124	101	1	9	54	6	19	2 12 2
51	48	42	1	—	—	—	28	303	185	4	3	96	21	22	2 7 3
2,982	2,933	2,142	256	96	506	26,752	1,708	30,159	14,121	1,183	1,025	8,325	1874	3,775	2 6 3½

Table No. 7.

Showing the Population in 1891, the Number of Elementary Day Schools on the Annual Grant List on the 30th September 1893, the Accommodation, and the Number of Scholars on the School Registers and in Average Attendance in those Schools.

County.	Population (April 1891).	One Sixth of Population (April 1891).	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments under separate Head Teachers.							Accommodation.	Number of Scholars on the Registers.	Average Number of Scholars in Attendance.
				Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	281,332	46,889	287	265	9	4	15	7	9	309	58,768	51,628	42,413
Argyll	75,003	12,501	162	159	1	—	5	4	3	172	16,931	12,437	10,121
Ayr	226,283	37,714	171	150	3	2	1	18	16	190	47,315	41,019	33,713
Banff	64,190	10,698	83	69	2	—	4	6	2	83	16,379	13,296	10,510
Berwick	32,406	5,401	48	53	—	—	—	—	2	55	7,803	5,442	4,528
Bute	18,404	3,067	21	17	—	—	—	1	3	21	3,733	2,619	2,215
Caithness	37,177	6,196	63	61	—	1	—	—	2	64	9,067	7,148	5,373
Clackmannan	28,432	4,739	20	19	—	—	1	1	1	22	6,607	6,293	5,201
Dumbarton	94,495	15,749	54	52	1	—	1	8	—	62	18,620	16,814	13,975
Dumfries	74,221	12,370	105	99	1	—	1	4	7	112	17,152	13,477	11,238
Edinburgh	434,159	72,360	161	162	5	3	24	24	16	234	69,331	64,691	54,175
Elgin or Moray	43,453	7,242	53	52	2	—	1	1	4	60	11,203	8,712	6,895
Fife	187,346	31,224	141	174	1	—	1	2	—	178	39,362	35,184	29,187
Forfar	277,773	46,296	165	169	2	1	8	14	10	204	52,791	49,690	40,317
Haddington	37,485	6,248	40	41	1	—	—	1	1	44	7,424	6,528	5,349
Inverness	89,317	14,886	181	171	3	—	3	8	—	185	18,731	14,968	11,547
Kincardine	35,647	5,941	58	50	1	—	5	—	3	59	8,448	6,930	5,645
Kinross	6,280	1,047	7	7	—	—	—	—	1	8	1,338	951	785
Kirkcudbright	39,985	6,664	68	67	1	—	1	4	—	73	9,619	7,282	6,186
Lanark	1,046,040	174,340	331	273	5	3	1	89	12	383	176,466	172,341	140,198
Linlithgow	52,808	8,801	41	43	—	—	—	5	6	54	11,031	10,518	8,666
Nairn	10,019	1,670	15	15	—	—	—	1	1	17	1,841	1,572	1,243
Orkney and Shetland	59,164	9,861	122	120	2	—	1	—	—	123	10,547	9,090	6,817
Peebles	14,761	2,460	21	20	—	—	1	—	2	23	2,915	2,371	1,988
Perth	126,199	21,033	178	167	7	2	6	4	7	193	26,620	20,754	16,759
Renfrew	290,798	48,466	98	107	1	—	3	24	5	140	50,097	48,071	39,757
Ross and Cromarty	77,810	12,968	137	131	—	1	2	1	3	138	16,002	13,587	10,888
Roxburgh	53,741	8,957	69	68	1	—	2	1	2	74	11,844	9,404	7,754
Selkirk	27,353	4,559	22	21	—	—	1	3	2	27	4,559	4,395	3,687
Stirling	125,608	20,935	86	87	1	1	3	7	2	101	23,864	22,365	18,190
Sutherland	21,896	3,649	44	43	—	—	—	—	1	44	4,283	3,488	2,730
Wigtown	36,062	6,010	53	50	—	—	1	3	—	54	7,849	6,597	5,236
Totals	4,025,647	670,941	3,105	2,982	50	18	92	241	123	3,506	768,540	689,662	563,286

Table No. 8.

Synopsis of the Schemes of Burgh and County Committees as approved by the Scotch Education Department for the distribution of the sums available under the Minute of 1st May 1893 for Secondary Education in their respective districts.

Aberdeen (Burgh).

Annual grant = 1,565*l.* 3*s.* 6*d.*

Grant for two years ended 31*st March* 1894 = 3,130*l.* 7*s.* 0*d.*

Scheme approved on 30th October 1893.

Allocation of grant:—

The grant is to be divided between three higher class schools with a view to increased efficiency, and the extension of secondary education by lowering the fees and the provision of free places, viz.:—

	£	*s.*	*d.*
Aberdeen Grammar School	1,000	0	0
,, Girls' High School	1,000	0	0
,, Robert Gordon's College	800	0	0
	2,800	0	0
Balance retained for expenses of Committee, &c.	330	7	0
	3,130	7	0

Aberdeen County.

Annual grant = 2,456*l.* 11*s.* 0*d.*

Grant for two years ended 31*st March* 1894 = 4,913*l.* 2*s.* 0*d.*

Scheme approved (with modifications) on 4th January 1894.

Allocation of grant:—

	£	*s.*	*d.*
One half of the sum now available to be held in reserve for grants to school boards towards *buildings and apparatus* for secondary schools and departments	2,456	11	0
To a *secondary school or department in each of the three burghs of Fraserburgh, Huntley, and Peterhead* a grant of 150*l.* for additions to staff	450	0	0
For bursaries open for competition to scholars in all State-aided schools in the county	600	0	0
Capitation grants of 3*l.* for passes in secondary subjects at State-aided schools	750	0	0
Grants of 10*l.*, 15*l.*, or 20*l.* to schools with an average attendance of 10, 15, or upwards of 20, ex-VI. Standard scholars studying secondary subjects	100	0	0
Bursaries for pupils in outlying districts, recommended by Her Majesty's Inspector	200	0	0
For Evening Continuation Schools in co-operation with the County Council	150	0	0
Expenses of Committee, &c.	206	11	0
	4,913	2	0

Argyll County.

Annual grant = 1,061*l.* 18*s.* 3*d.*

Grant for two years ended 31*st March* 1894 = 2,123*l.* 16*s.* 6*d.*

Scheme approved on 4th January 1894.

Allocation of grant:—

	£	s.	d.
Expenses of Committee	50	0	0
Grants of 120*l.* each to—			
Campbeltown Grammar School, Dunoon ,, ,, , Oban High School	360	0	0

The remainder in capitation grants for ex-VI. Standard scholars, in 16 schools named, receiving instruction in subjects of the Leaving Certificate Examination (except lower arithmetic).

Ayr County.

Annual grant = 3,190*l.* 3*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 6,380*l.* 6*s.* 10*d.*

Scheme approved (with modifications) on 28th February 1894.

Allocation of grant:—

Grants to Higher Class and other schools, viz.:—

	£
Ayr Academy	100
Irvine Academy	100
Kilmarnock Academy	100
Ardrossan Academy	50
Beith Academy	50
Girvan Burgh Public School	50
Maybole Public School	50
Old Cumnock Public School	50
	550

Capitation grants of 2*l.* to State-aided schools in the county (including the above-named schools) on the average attendance of ex-VI. Standard scholars, and a similar grant to Spiers' School, Beith, on account of ex-VI. standard scholars belonging to the county of Ayr.

Banff County.

Annual grant = 877*l.* 11*s.* 9*d.*

Grant for two years ended 31st *March* 1894 = 1,755*l.* 3*s.* 6*d.*

Scheme approved on 23rd February 1894.

Allocation of grant:—

Capitation grants on account of scholars in certain specified schools who obtain merit certificates, or leaving certificates, at the following rates, so far as the funds permit, viz.:—

	£
For merit certificate (with language or mathematics)	1
,, each lower grade leaving certificate	1
,, ,, higher grade ,, ,,	4
,, ,, honours ,, ,, ,,	6

Note.—If the funds permit payments for the first year will be at double the above rates.

Berwick County.

Annual grant = 461*l.* 12*s.* 11*d.*

Grant for two years ended 31*st March* 1894 = 923*l.* 5*s.* 10*d.*

Scheme approved (with modifications) on 27th April 1894.

Allocation of grant:—

Grants for Secondary Education in State-aided Schools, viz.:—

	£	£
To Coldstream School Board - - - -	60	100
,, Lauder School Board - - - -	40	

The remainder of the grant, in the present and in future years, after paying the *expenses of the Committee*, is to be set aside to form a fund for the establishment of a higher class school at Duns.

Bute County.

Annual grant = 260*l.* 11*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 521*l.* 3*s.* 4*d.*

Scheme approved on 31st October 1893.

Allocation of grant:—

	£	*s.*	*d.*
Expenses of Committee - - - - -	25	0	0
Capitation grant of 2*l.* on average attendance of ex-VI. Standard scholars at Lamlash Public School, receiving secondary instruction (a *double grant* for the first year) -	496	3	4
The remainder to go to Rothesay Academy, on condition that free places are provided for ex-VI. Standard scholars from Arran and Cumbrae and Rothesay Public School -			
	521	3	4

It is recommended that the double grant be applied for the provision of apparatus, furniture, buildings, &c.

Caithness County.

Annual grant = 526*l.* 7*s.* 11*d.*

Grant for two years ended 31*st March* 1894 = 1,052*l.* 15*s.* 10*d.*

Scheme approved on 7th December 1893.

Allocation of grant:—

To each of 7 *selected State-aided schools* fulfilling certain conditions:—

1. A sum of 50*l.* = 350*l.*
2. A capitation grant of 1*l.* on each ex-VI. Standard scholar present at the last inspection.
3. Grants on account of individual scholars under *one* of following heads:—
   - (*a.*) 1*l.* for a pass in the third stage of a secondary specific subject.
   - (*b.*) 2*l.* for obtaining *one or more* leaving certificates of the lower grade.
   - (*c.*) 4*l.* for obtaining *one or more* higher grade leaving certificates.

For bursaries:—

Two 10*l. bursaries* in each parish not participating in the above grants to schools.

Four 10*l. bursaries* open to the whole county.

Clackmannan County.

Annual grant = 467*l.* 13*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 935*l.* 7*s.* 2*d.*

[Scheme not yet approved.]

Dumbarton County.

Annual grant = 1,388*l.* 18*s.* 1*d.*

Grant for two years ended 31*st March* 1894 = 2,777*l.* 16*s.* 2*d.*

Scheme approved on 8th December 1893.

Allocation of grant:—

Grants to Secondary Departments in:—

	£	£
Bonhill, Alexandria North Public School	180	
Row, Helensburgh, Hermitage Public School	180	
Dumbarton Burgh Academy	180	1,000
Old Kilpatrick, Clydebank Public School	180	
New Kilpatrick Public School	180	
Lenzie Academy	100	

Capitation grant to public schools on attendance of ex-VI. Standard scholars at 2*l.* (estimate = 1,500*l.*).

Scholarships, 30 at 5*l.* = 150*l.*; five of these scholarships are to be offered for competition in connexion with each of the six schools mentioned above amongst ex-VI. Standard scholars who are not in attendance at the schools named.

	£	*s.*	*d.*
Expenses of Committee, &c.	127	16	2

Dumfries County.

Annual grant = 1,051*l.* 5*s.*

Grant for two years ended 31*st March* 1894 = 2,102*l.* 10*s.*

Scheme approved (in part) on 26th April 1894.

Allocation of grant:—

Building grants to:—

	£	£
Dumfries Academy	500	
Annan Academy	300	
Lockerbie, Dryfesdale Public School	450	1,550
Langholm Public School	300	

The balance of 552*l.* 10*s.* to be expended in:—

(*a.*) Building grants to Wallace Hall Academy and Moffat Academy, conditional upon the submission of satisfactory proposals for their enlargement within a certain time.

(*b.*) Expenses of Committee.

Any balance from the failure of claims under (*a.*), or otherwise, may be applied for the equipment of another school in the Thornhill district, or for the promotion of secondary education in the county.

Dundee Burgh.

Annual grant = 2,170*l.* 14*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 4,341*l.* 8*s.* 10*d.*

Scheme approved on 20th September 1893.

Allocation of grant :—

Grants to higher class school, viz., *Dundee High School* :—

(*a.*) *Grant* of 200*l.*

(*b.*) *Capitation grants* of 6*l.* for free scholars, over 13 years of age, who have previously attended State-aided schools, and passed Standard VI.

Capitation grants to secondary departments of State-aided schools, viz., Harris Academy, Morgan Academy, and Liff Road Public School :—

3*l.* for ex-VI. Standard scholars over 13 years of age, paying fees of less than 3*l.* per annum.

6*l.* for free scholars, over 13 years of age, who have previously attended State-aided schools and passed Standard VI.

2*l.* for ex-VI. Standard scholars *under* 13 years of age.

EDINBURGH CITY.

Annual grant = 3,499*l.* 18*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 6,999*l.* 17*s.* 2*d.*

Scheme approved (with modifications) on 11th January 1894.

Allocation of grant :—

Grants to higher class schools on condition of the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.*
		£
Edinburgh High School	50 (for boys)	1,000
Edinburgh Merchant Maiden Hospital	40 (for girls)	500
Edinburgh, George Watson's College for Boys	30 (for boys)	250
Edinburgh, George Watson's College for Girls	20 (for girls)	250
Edinburgh, Daniel Stewart's Hospital	30 (for boys)	250
Edinburgh, Heriot's Hospital School	50 (for boys)	250
Total	220	2,500

Capitation grants of 5*l.* for scholars earning leaving certificates (lower grade) in two subjects in State-aided schools in Edinburgh and in Gorgie Public School. The sum is not to exceed a total of 800*l.*, and the grants will be proportionately reduced if necessary.

Grant to the Edinburgh School Board for *secondary education in evening continuation schools* = 200*l.*

Grants for alterations and additions to buildings and furniture at :—

	£	*s.*	*d.*
Edinburgh Royal High School	1,333	6	8
,, Ladies' College	1,000	0	0
,, Daniel Stewart's College	666	13	4
	£3,000	0	0

Expenses of the Committee, &c. = 399*l.* 18*s.* 7*d.*

EDINBURGH COUNTY.

Annual grant = 1,666*l.* 11*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 3,333*l.* 3*s.* 4*d.*

Scheme approved on 2nd April 1894.

Allocation of grant :—

I. Grant for two years ended 31st March 1894.

For expenses of Committee and contingencies = 228*l.* 3*s.* 4*d.*

Grants for building and equipment to :—	£	s.	d.
6 secondary departments named below, at 395*l.* each	2,370	0	0
7 State-aided schools named below providing higher education, at 105*l.* each	735	0	0
	3,105	0	0

II. The future annual grants of 1,666*l.* 11*s.* 8*d.* are to be allocated as follows :—

	£	s.	d.
Expenses of Committee	36	11	8

Grants to secondary departments at :—

Class "A" schools. { West Calder, Penicuik, Lasswade, Dalkeith, Portobello, Musselburgh, } at 80*l.* each = 480*l.*

Grants to State-aided schools providing higher education, viz. :—

Class "B" schools. { Ratho Public School, Corstorphine Public School, Juniper Green Public School, Cramond Davidson's Mains Public School, Stow Public School, Stobhill Public School, East Calder Public School, } at 40*l.* each = 280*l.*

Bursaries :—	£	s.	d.
20 *school bursaries* of 5*l.*, with travelling expenses, for two (*or* three) years, tenable at secondary departments and awarded by competitive examination amongst those who have obtained merit certificates (estimated at an average of 8*l.* for two years)	320	0	0
4 *county bursaries* of 20*l.* for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools (20*l.* each for two years)	160	0	0

The balance of 390*l.* to be applied for *grants for efficiency in the above-named schools*, viz. :—

To class "A" schools, 20*l.* *or* 10*l.* (according to efficiency) for each five scholars above the first 20 in average attendance in the secondary department.

To class "B" schools, 2*l.* *or* 1*l.* (according to efficiency) for each ex-VI. Standard scholar in average attendance.

Elgin County.

Annual grant = 611*l.* 6*s.* 6*d.*

Grant for two years ended 31st March 1894 = 1,222*l.* 13*s.*

Scheme approved (with modifications) on 16th February 1894.

Allocation of grant :—

Four centres for higher education are recognised (*see* below), and to parishes other than these, the following provisions apply :—

1. *Free railway tickets* to children, in certain specified parishes, who have passed Standard VI. or obtained the merit certificate before reaching the ages of 12½ or 14½ years respectively.

2. A *bursary* of 10*l.* in each of three parishes named, and one of 20*l.* in another parish, where railway tickets are not available = 50*l.*
3. To school boards providing secondary education, *capitation grants of* 3*l.* on account of scholars fulfilling certain conditions.

The residue, after payment of the expenses of the Committee, is to be divided in the following proportions between the schools named below :—

Elgin Academy (Higher Class School) - -	60 parts
Forres Public School (Secondary Department) -	20 ,,
Bellie Milne's Institution ,, ,, -	15 ,,
Grantown Public School ,, ,, -	8 ,,

on condition that free education be given to the holders of bursaries, and to those who are entitled, or would be entitled if they travelled by rail, to free railway tickets.

Fife County.

Annual grant = 2,695*l.* 8*s.* 4*d.*

Grant for two years ended 31*st March* 1894 = 5,390*l.* 16*s.* 8*d.*

Scheme approved (with modifications) on 7th June 1894.

Allocation of grant :—

Grants to higher class schools :—

(a.) *Direct subsidies* to—

	£	£
Cuper Bell Baxter School - - - -	120	
Dunfermline High School - - - -	120	
Kirkcaldy High School - - - -	120	= 600
St. Andrew's, Madras College - - -	120	
Anstruther Waid Academy - - - -	120	

[The first payment of these subsidies will be double these amounts, viz., for the two years 1892–93 and 1893–94.]

(b.) *Capitation grants* to these schools of 6*l.* for each free scholar who has previously attended for three years at a State-aided school, has been presented in Standard VI. and passed an examination in the subjects of that standard, and proposes to follow the full curriculum of a secondary education.

[No school is to receive more than 300*l.* in all under (a.) and (b.).]

Grants to secondary departments which may be established at certain specified centres :—

(a.) *Direct subsidy* of 100*l.* to each.
(b.) *Capitation grant* of 1*l.* for each scholar (not to exceed 50*l.* to any one school).

Grants to State-aided schools providing higher education at the centres specified.

Capitation grants of—

1*l.* for each scholar who passes Standard VI. and in the three stages of one or more secondary specific subjects.

3*l.* for each scholar who remains at school at least one year after so passing and receives satisfactory secondary instruction.

If the capitation grant so earned shall, in the case of any school, fall below 40*l.*, the school shall receive that sum in lieu thereof.

Expenses of Committee, 50*l.* yearly.

Forfar County.

Annual grant = 1,761*l.* 15*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 3,523*l.* 11*s.* 6*d.*

Scheme approved on 21st December 1893.

Allocation of grant:—

I. *Grants to higher class public schools*, viz.:—
Arbroath Higher School.
Forfar Academy.
Montrose Academy.
Brechin High School (to be converted into higher class school), as follows:—
Annual grant to each of 250*l.* = 1,000*l.*
Additional grant (for first three years) of 50*l.* = 200*l.*
on condition that at least 25 free scholarships are provided in each school.

II. *Grants to secondary departments* in Broughty Ferry Grove Academy, and Kirriemuir Combined Public School:—
Annual grant of 100*l.* each = 200*l.*
Additional grant of 50*l.* (for first three years) = 100*l.*

III. *Capitation grants of* 3*l.* for pupils in State-aided schools who have passed the three stages of a specific subject or the highest stage of a science subject under the Science and Art Department, and of 1*l.* for those who pass in two stages of a specific subject.
(These grants during the first three years are *to be increased by* 1*l.*)

Expenses of Committee not exceeding 40*l.*

Glasgow Burgh.

Annual grant = 8,011*l.* 16*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 16,023*l.* 13*s.* 6*d.*

Scheme approved on 1st September 1893.

Allocation of grant:—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon free scholarships for specified numbers of ex-VI. Standard scholars who have previously attended State-aided schools in the school board district of Glasgow, viz.:—

			£
Glasgow High School (boys)	60 free scholarships		1,800
Garnethill School (girls) (on condition that upper section is formed into a high school for girls)	60	,, ,,	1,000
Hutcheson's Grammar School (boys)	30	,, ,,	500
,, ,, ,, (girls)	30	,, ,,	500
Allan Glen's School (boys)	30	,, ,,	500

Secondary departments in:—

St. Aloysius' College (boys)	36 free scholarships in the four schools	200
St. Mungo's Academy (boys)		200
Convent School, Charlotte Street (girls)		100
,, Garnethill (girls)		100
City Public School John Street Public School Kent Road ,, ,, Whitehill ,, ,, Woodside ,, ,,	(boys and girls) 150 free scholarships	2,500
		7,400

Grant to school board for higher instruction in evening classes = 500*l.*

Grant for apparatus, equipment, and improvements to the managers of the above schools, of the same amount as the above-named grants, together with an additional 100*l.* to school board of Glasgow = 8,000*l.*

Expenses of Committee = 123*l.* 13*s.* 6*d.*

Govan Parish.

Annual grant = 2,240*l.* 9*s.* 1*d.*

Grant for two years ended 31st March 1894 = 4,480*l.* 18*s.* 2*d.*

Scheme approved (with modifications) on 25th September 1893.

Allocation of grant:—

Grants to the following public schools:—
- Govanhill Public School.
- Fairfield Public School.
- Albert Road Public School.
- Bellahouston Academy Public School.
- Hamilton Crescent Public School.
- And to Hillhead Public School (on condition that the secondary department does not claim annual grant under the Code).

viz.:—

Capitation grants of:—
- 4*l.* for free scholars receiving higher instruction who have passed Standard VI. and two stages of a specific subject, and previously attended at State-aided schools in the school board district of Govan.
- 1*l.* for fee-paying scholars receiving higher instruction.

A further sum of 15*s.* for each free scholar on condition that class-books be supplied free.

Grant for higher education in evening schools = 120*l.*

Haddington County.

Annual grant = 529*l.* 4*s.* 7*d.*

Grant for two years ended 31st March 1894 = 1,058*l.* 9*s.* 2*d.*

Scheme approved (with modifications) on 5th January 1894.

Allocation of grant:—

Expenses of Committee, &c., 61*l.* 18*s.* 10*d.*

Grants for building and equipment to Tranent (cum Prestonpans), North Berwick, and Dunbar = 400*l.*

Grants to higher class schools, viz.:—
- North Berwick High School, 100*l.*
- Haddington Knox Institute, 120*l.*

Capitation grants:—

In Knox Institute for each free scholar admitted to the institute after having gained a merit certificate, 5*l.*

In Knox Institute and State-aided schools:—

For each scholar gaining at least the lower grade leaving certificate in the three subjects of English, mathematics, and a language, 6*l.*

(1*l.* to be deducted for each subject in which the pupil fails to gain a certificate.)

In State-aided schools:—

For merit certificate (with mathematics or a language), 2*l.*

Inverness County.

Annual grant = 1,272*l.* 3*s.* 3*d.*

Grant for two years ended 31*st March* 1894 = 2,544*l.* 6*s.* 6*d.*

Scheme approved (with modifications) on 31st October 1893.

Allocation of grant :—

Grants to public schools :—

	£
For each *merit certificate* (with a language or mathematics)	1
For each *lower grade leaving certificate* (except arithmetic)	2
For each *higher grade leaving certificate*	4
For each *honours grade leaving certificate*	5

For 10 *bursaries* of 10*l.* each, tenable in connexion with free scholarships at Inverness Academy by pupils living at least four miles from Inverness Burgh = 100*l.*

Grants for secondary education in State-aided schools :—
50*l.* to each of 11 schools named = 550*l.*

Expenses of Committee = 31*l.* 6*s.* 3*d.*

Kincardine County.

Annual grant = 502*l.* 10*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 1,005*l.* 1*s.* 6*d.*

Scheme approved on 4th October 1893.

Allocation of grant :—

I. *Grant to higher class school* :—
Stonehaven, Mackie Academy = 400*l.*

II. *Grants to secondary departments* at :—

	£	£
Laurencekirk Public School	200	350
Banchory-Ternan Central Public School	150	

III. *For free scholarships* of the annual value of 3*l.*, tenable for three years at higher class schools or secondary departments by scholars from State-aided schools who are 12 years of age and have passed Standard VI. = 200*l.*

The balance for *expenses of Committee* and for increasing grants, or otherwise providing for secondary education = 55*l.* 1*s.* 6*d.*

Kinross County.

Annual grant = 90*l.* 4*s.* 9*d.*

Grant for two years ended 31*st March* 1894 = 180*l.* 9*s.* 6*d.*

Scheme approved on 9th April 1894.

Allocation of grant :—
10*l.* *bursaries*, open for competition to scholars who obtain the merit certificate tenable for three years.

Kirkcudbright County.

Annual grant = 568*l.* 14*s.* 8*d.*

Grant for two years ended 31*st March* 1894 = 1,137*l.* 9*s.* 4d.

Scheme approved (with modifications) on 14th November 1893.

Allocation of grant :—

Grants to higher class schools :—

	£	£
Kirkcudbright Academy	125	200
Dumfries Academy	50	
Ewart and Douglas High Schools, Newton Stewart	25	

Further grants on condition of *free places*, viz. :—

	£
Kirkcudbright Academy, for 12 free places	84
Dumfries Academy, for 12 free places	84
Ewart and Douglas High Schools, for 6 free places	24
	192

(The free places are to be awarded to children who have attended two years at school in the county and have passed Standard IV.)

Grants to secondary departments at :—

	£	£
Castle Douglas	90	165
Dalbeattie	75	

Capitation grants to State-aided schools for children passing in Standard VI. and in secondary specific subjects, or remaining at school for one year after so passing, not exceeding 4*l.* or 100*l.* in all.

Grants for buildings, apparatus, and furniture :—

	£
Kirkcudbright Academy	100
Castle Douglas Secondary Department	100
Dalbeattie Secondary Department	100
Dumfries Academy	100
Ewart and Douglas High Schools	50
	450

Expenses of Committee = 30*l.*

Lanark County.

Annual grant = 5,204*l.* 10*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 10,409*l.* 1*s.* 2*d.*

Scheme approved (with modifications) on 3rd November 1893.

Allocation of grant :—

Upper ward :—

Grants to central schools, viz. :—

	£	£
Lanark Grammar School (conditional on 20 free places)	50	250
Lesmahagow Public School	50	
Carluke, Market Place Public School	50	
Biggar (South or West) Public School	50	
Douglas Public School	50	

Capitation grants not exceeding 2*l.* (and not to exceed 536*l.* *in all*) to the above schools and to Crawford Public School and Crawfordjohn Public School = 536*l.*

Middle ward :—

Grants to central schools :—

	£
Hamilton Academy (conditional on 50 free places)	200
St. John's School, Hamilton (conditional on 25 free places)	120
Cambusnethan Wishaw Public School	100
Airdrie Academy (conditional on 50 free places)	150
Old Monkland, Coatbridge Public School	150
Bothwell, Uddingston Public School	100
Dalziel, Motherwell, Merry Street Public School	100
Cambuslang, West Coats Public School	100
Strathavon, Crosshill Public School	40
Larkhall Academy	40
	1,100

Capitation grants to all State-aided schools of 2*l.* on ex-VI. Standard scholars receiving higher instruction, total not to exceed 2,176*l.*

For travelling expenses of scholars attending at central schools = 50*l.*

Lower ward :—

Grants to central schools, viz. :—

	£
Maryhill, Eastpark Public School (conditional on 60 free places)	250
Rutherglen, Stonelaw Public School (conditional on 40 free places	140
Shettleston Public School (conditional on 40 free places)	140
Lenzie Academy	50
	580

For travelling expenses, and as far as possible for *free places*, for ex-VI. Standard scholars from the following parishes attending schools providing secondary education, viz. :—

	£
Springburn parish	80
Part of Cadder parish	70
Carmunnock parish	30
	180

For scholarships in higher class schools, open for competition amongst ex-VI. Standard scholars in the ward = 233*l.*

	£
Expenses of Committee	100

The *grant for the year ended* 31*st March* 1893 to be allocated amongst the three wards in the same proportion as the other grants, and expended on *reorganisation and equipment, supply of class books, and generally for the promotion of secondary education* = 5,204*l.* 10*s.* 7*d.*

Linlithgow County.

Annual grant = 757*l.* 19*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 1,515*l.* 18*s.* 10*d.*

Scheme approved (with modifications) on 16th February 1894.

Allocation of grant :—

A. *Grants to secondary departments*, viz. :—

	£	£
(*a.*) To Bathgate Academy	120	300
„ B'oness Anderson Academy	120	
„ Linlithgow Higher Class School	60	
(*b.*) *Capitation grants* of 3*l.* on average attendance of *ex-VI. Standard scholars* receiving satisfactory instruction in secondary subjects (conditional on certain free places) estimated at		405
(*c.*) Grants for passes in specific subjects by *VI. Standard scholars* of 4*s.*, 6*s.*, and 10*s.* respectively for 1st, 2nd, and 3rd stages, estimated at		40
		745

B. To all schools three or more miles distant from recognised secondary departments:—	£
(*a.*) Grants of 7*s.* 6*d.*, 10*s.*, and 15*s.* for passes by *ex-VI. Standard scholars*, in the 1st, 2nd, or 3rd stages respectively, of not more than three specific subjects (exclusive of domestic economy, cookery, and laundry), estimated at - - - - - - -	70
(*b.*) Grants of 4*s.*, 6*s.*, and 10*s.* for passes by *VI. Standard scholars*, in 1st, 2nd, or 3rd stages respectively, of not more than *two* specific subjects (excluding domestic economy, cookery, and laundry), estimated at - - - -	40
	110
Printing and expenses of Committee - - - -	25

Nairn County.

Annual grant = 120*l.* 11*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 241*l.* 3*s.* 2*d.*

Scheme approved (with modifications) on 26th April 1894.

Allocation of grant:—

After payment of *Committee's expenses* the whole grant to go to *Nairn Rose's Academical Institution*, on condition that all pupils in State-aided schools in the county who pass Standard VI. before attaining 13 years of age, or obtain merit certificates before they are 15 years of age, shall be entitled to free education in the Academy.

Orkney County.

Annual grant = 431*l.* 3*s.* 10*d.*

Grant for two years ended 31*st March* 1894 = 862*l.* 7*s.* 8*d.*

Scheme approved (with modifications) on 9th March 1894.

Allocation of grant:—

Expenses of Committee = 31*l.*

Grants to secondary departments in—

	£	£
Kirkwall (Burgh) Public School - - - -	130	210
Stromness Public School - - - -	80	
Bursaries for secondary education of 10*l.* or 20*l.* per annum for three years - - - - - - - -		300

Peebles County.

Annual grant = 208*l.* 9*s.* 0*d.*

Grant for two years ended 31*st March* 1894 = 416*l.* 18*s.* 0*d.*

Scheme approved (with modifications) on 6th October 1893.

Allocation of grant:—

To higher class school, viz.:—
Peebles, Bonnington Park School, 350*l.*

Capitation grants to West Linton Public School, not exceeding 15*l.* *in all*, of:—
1*l.* for passes in Standard VI. and three stages of a secondary specific subject.
3*l.* for scholars remaining at schoo for one year after so passing.

The remainder to be held over for the *Committee's expenses*, &c., and any balance in hand to be added to the grant to Peebles.

Perth County.

Annual grant = 1,741*l.* 13*s.* 11*d.*

Grant for two years ended 31st March 1894 = 3,483*l.* 7*s.* 10*d.*

Scheme approved (with modifications) on 21st December 1893.

Allocation of grant :—

(1.) Grants to *higher class schools*, viz. :—

	£	£
Perth Academy	200	
Perth, Sharp's Institution	120	590
Crieff, Morrison's Academy	150	
Callander, M'Laren High School	120	

(2.) *Capitation grant of* 2*l.* on average attendance of scholars in the above schools who are over 13 and have passed a prescribed examination.

(3.) *Capitation grant of* 3*l.* 10*s.* on average attendance of scholars who have passed Standard VI. and in two subjects of secondary education in *secondary departments not claiming annual grants* under the Code, connected with schools at—

1. Dunkeld Royal School.
2. Aberfeldy.
3. Blairgowrie.
4. Alyth.

(4.) *Capitation grant of* 2*l.* to *higher departments in certain State-aided schools* named, claiming grant under Code on account of the average attendance of children who have passed in Standard VI. and in two stages of some secondary specific subject.

Renfrew County.

Annual grant = 3,485*l.* 4*s.* 8*d.*

Grant for two years ended 31st March 1894 = 6,970*l.* 9*s.* 4*d.*

Scheme approved (with modifications) on 20th September 1893.

Allocation of grant :—

Grants to higher class schools :—

	£
Paisley Grammar School (on condition of 100 free places)	700
Greenock Academy (,, ,, ,, 100 ,, ,,)	700
For free places in higher class schools in Glasgow or elsewhere, not exceeding	120
For free places in Beith Spier's School, not exceeding	120
	1,640

Grants to secondary departments :—

	£
Paisley, John Neilson Institution (on condition of 20 free places for pupils from outside the burgh)	250
Greenock, Holmscroft Public School (no fees to be charged)	250
Cathcart, Queen's Park Public School (no fees to be charged)	250
	750

For higher education in State-aided schools at the following additional centres, at which no fees are to be charged, and pupils from other districts will be entitled to attend, viz. :—

Kilmalcolm,
Pollokshaws,
Johnstone,
Port Glasgow,
Renfrew Burgh,
Barrhead,
Mearns,
} 120*l.* each = 840*l.*

For *travelling expenses of free scholars* = 200*l.*

Expenses of Committee = 50*l.*

The extra grant available during current year is to be allocated amongst the schools referred to in the scheme, for the purchase of *apparatus and other equipment, furniture, buildings, &c.* which have not been, and might not fairly be expected to be, provided out of the rates = 3,480*l.*

Ross and Cromarty County.

Annual grant = 1,114*l.* 14*s.* 3*d.*

Grant for two years ended 31*st March* 1894 = 2,229*l.* 8*s.* 6*d.*

Scheme approved (with modifications) on 6th November 1893.

Allocation of grant:—

1. *Grants for merit and leaving certificates:*—

	£
Grant (open to all public schools in the county) of 1*l.* for each *merit certificate* (with mathematics or a language)	(estimate = 150)
Grant of 2*l.* for each *lower grade leaving certificate* (except for arithmetic)	(estimate = 260)
Grant of 4*l.* for each *higher grade leaving certificate*	(estimate = 80)
Grant of 5*l.* for each *honours grade leaving certificate*	(estimate = 15)

2. *Bursaries.*
Five bursaries of 10*l.* in connexion with free scholarships at Tain Royal Academy, for children not living in Tain burgh or parish, who have obtained merit certicates or passed an equal examination = 50*l.*

3. *Grants to State-aided schools for the improvement of secondary education*, viz.:—

	£
Invergordon Public School	50
Dingwall Public School	50
Cromarty Public School	50
Fortrose Academy	50
Ullapool Public School	50
Auchtercairn or Inverasdale Public School	50
Plockton Public School	50
Stornoway Nicolson Public School	150
	£500

4. *Expenses of Committee* = 58*l.* 9*s.* 7*d.*

Roxburgh County.

Annual grant = 753*l.* 1*s.* 5*d.*

Grant for two years ended 31*st March* 1894 = 1,506*l.* 2*s.* 10*d.*

[Scheme not yet approved.]

Selkirk County.

Annual grant = 392*l.* 4*s.* 2*d.*

Grant for two years ended 31*st March* 1894 = 784*l.* 8*s.* 4*d.*

Scheme approved (with modifications) on 5th February 1894.

Allocation of grant :—

	£	s.	d.
Expenses of Committee - - - - -	40	9	6

Payments to school boards for the furtherance of secondary education in their districts, by means of increased teaching staff, bursaries, &c., viz.:—

	£	s.	d.
Ettrick - - - - - -	12	10	0
Ashkirk - - - - -	25	0	0
Kirkhope - - - - -	25	0	0
Yarrow - - - - - -	25	0	0
	£87	10	0

The residue is to go *two thirds to Galashiels* and *one third to Selkirk*, but until definite proposals for Selkirk can be submitted for approval, the sum of 218*l.* 16*s.* 3*d.* is being held over by the Department.

The 437*l.* 12*s.* 7*d.* allocated to *Galashiels* is to be applied towards the maintenance of a *higher class school*.

Shetland County.

Annual grant = 406*l.* 10*s.* 6*d.*

Grant for two years ended 31*st March* 1894 = 813*l.* 1*s.*

Scheme approved on 26th September 1893.

Allocation of grant :—

I. *For bursaries* of 5*l.* and 20*l.* tenable, with free education, at Lerwick Secondary School = 200*l.*

II. *Capitation grants to State aided schools :—*

For each pass in Standard VI. and three stages of a specific subject, 1*l.*

For each scholar who, after passing as above, remains one year at school, and receives satisfactory instruction in secondary subjects, 3*l.*

III. The residue of a sum of 550*l.*, after meeting the above charges and the *expenses of the Committee*, to go the School Board of Lerwick on condition that a secondary school be established and free education be provided therein for all bursars, and all children over 13 in State-aided schools, who have passed Standard VI.

IV. The remainder of the grant may be applied in making grants to school boards for equipment and appliances for secondary instruction = 263*l.* 1*s.*

Stirling County.

Annual grant = 1,664*l.* 2*s.* 7*d.*

Grant for two years ended 31*st March* 1894 = 3,328*l.* 5*s.* 2*d.*

Scheme approved (with modifications) on 12th December 1893.

Allocation of grant :—

	£
Grants to higher class schools at Stirling and Falkirk, 200*l.* each	400
Capitation grants of 2*l.* on the average attendance of scholars who having passed an examination equivalent to Standard VI. have received satisfactory instruction in secondary subjects in *higher class or State-aided schools.* Estimated amount	1,248
	1,648

The grants for the present year are to be increased 50 *per cent.*

SUTHERLAND COUNTY.

Annual grant = 310*l.* 0*s.* 7*d.*

Grant for two years ended 31st March 1894 = 620*l.* 1*s.* 2*d.*

Scheme approved (with modifications) on 11th January 1894.

Allocation of grant :—

To each school providing efficient secondary instruction :—

(*a.*) A grant of 25*l.* (not more than one grant to each parish).

(*b.*) *Capitation grants* of 1*l.* for ex-VI. Standard scholars in attendance.

(*c.*) Grants by results, viz. :—

(1.) 1*l.* for each scholar passing the *3rd stage of a secondary subject.*

(2.) 2*l.* for each scholar who obtains one or more *leaving certificates* of the *lower grade.*

(3.) 4*l.* for each scholar who obtains one or more higher grade leaving certificates.

WIGTOWN COUNTY.

Annual grant = 508*l.* 0*s.* 7*d.*

Grant for two years ended 31st March 1894 = 1,016*l.* 1*s.* 2*d.*

Scheme approved on 2nd April 1894.

Allocation of grant :—

To higher class schools :—

	£
Grants to proposed higher class school at *Stranraer*, 160*l.*, and 80*l.* on condition of 20 free places for children who have passed Standard IV.	240
(Alternative proposal :— Grants for secondary departments at—	
Stranraer 100	
Old Luce 70	= 240*l.*).
Kirkmaiden 70	
Grants to *Ewart and Douglas High Schools, Newton Stewart*, 40*l.*, and 60*l.* on condition of 15 free places for children who have passed Standard IV.	100
	340

To secondary departments at—

	£	£
Wigtown Burgh and Parish Public School - -	70	140
Whithorn Principal Public School - - -	70	

For capitation grants of 4*l.* (or less) for passes in State-aided schools in Standard VI., and 2nd or 3rd stages of one or more specific subjects; or for scholars who remain one year at school after so passing = 100*l.*

Grants for buildings, apparatus, and furniture for secondary education:—

	£	£
To proposed higher class school at *Stranraer* - -	200	400
(Alternative proposal:— Grants to school boards of Stranraer, Old Luce, and Kirkmaiden of 66*l.* 13*s.* 4*d.* each).		
To *Ewart and Douglas High Schools* - - -	50	
To *Wigtown* School Board - - - -	75	
To *Whithorn* School Board - - - -	75	

Expenses of Committee

11

PART I. OF APPENDIX.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1891; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.
3. *Insular parishes* are *printed in italic.*
4. The *counties* are arranged in alphabetical order. The figures in brackets [ ] indicate the number of School Boards in each county.

SCOTLAND.

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen - - -	284,036	92	Kirkcudbright - -	40,167	30
Argyll - - -	74,998	45	Lanark - - -	1,091,644	49
Ayr - - -	225,307	51	Linlithgow - -	53,532	14
Banff - - -	61,980	25	Nairn - - -	8,516	5
Berwick - - -	32,604	32	Orkney - - -	30,453	19
Bute - - -	18,404	6	Peebles - - -	14,722	14
Caithness - - -	37,177	12	Perth - - -	123,008	80
Clackmannan - -	33,030	6	Renfrew - - -	246,146	23
Dumbarton - -	98,092	14	Ross - - -	78,727	35
Dumfries - - -	74,245	45	Roxburgh - -	53,186	33
Edinburgh - -	433,592	34	Selkirk - - -	27,700	9
Elgin - - -	43,175	21	Shetland - - -	28,711	12
Fife - - -	190,365	70	Stirling - - -	117,530	26
Forfar - - -	277,735	60	Sutherland - - -	21,896	13
Haddington - -	37,377	26	Wigtown - - -	35,880	18
Inverness - - -	89,847	36	Totals - - -	4,025,647	979
Kincardine - -	35,492	19			
Kinross - - -	6,373	5			

LIST.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[92.] ABERDEEN.	284,036		1873.		
ABERDEEN (Burgh) -	110,541	15	29 Mar.	T. Hector -	31, King Street, Aberdeen.
Aberdour - -	1,737	5	4 Apr.	R. Greig -	New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,403	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne, Aberdeen.
Alford - - -	1,402	5	18 Mar.	J. Reid -	Alford, Aberdeen.
Ardallie - -	1,220	5	2 Apr.	J. H. Brown -	North of Scotland Bank, Ellon.
Auchindoir and Kearn	1,374	5	24 Mar.	J. Paterson, jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,698	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless, Turriff.
Belhelvie - -	1,613	7	15 „	R. Rae - -	Balmedie Village, Belhelvie, Aberdeen.
Birse - - -	1,154	5	19 „	J. Cassie -	Marywell, Birse, Aboyne.
Bourtie - -	454	5	19 „	W. Moir, jun. -	Shadowside, Bourtie, Aberdeen.
Cairney - -	1,399	5	11 „	J. Wilson -	Bogmoor, Cairney, Huntly.
Chapel of Garioch -	1,596	7	5 „	W. Reid -	Pitcaple, Aberdeen.
Clatt - - -	458	5	10 „	J. Petrie -	Hardgate Clatt, Kennethmont, Aberdeenshire.
Cluny - - -	1,196	5	16 May	J. Barron -	Cluny, Aberdeen.
Coull - - -	444	5	29 Mar.	W. Kennedy -	Kirkton of Coull, Tarland, Aberdeen.
Crathie and Braemar -	1,524	5	19 Apr.	W. Michie -	Tillochcoy, Inver, Ballater, Aberdeenshire.
Crimond - -	825	5	12 „	W. B. Robertson	The Schoolhouse, Crimond, Peterhead.
Cruden - -	3,154	7	29 Mar.	A. Bruce -	Cruden, Ellon.
Culsalmond - -	791	5	20 „	W. Alexander -	Glenniston, Insch.
Daviot - - -	671	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum.
Drumblade - -	956	5	14 „	W. Leslie -	Castle Street, Huntly.
Drumoak - -	869	5	8 „	W. Ross -	Drumoak, Aberdeen.
Dyce - - -	1,343	5	24 Mar.	R. D. Williamson	Bendauch, Kinaldie, Aberdeen.
Echt - - -	1,207	5	10 May	J. Shewan -	Easter Culfosie, Echt, Aberdeen.
Ellon - - -	3,194	7	8 Apr.	J. H. Brown -	North of Scotland Bank, Ellon.
Fintray - -	999	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.
Forgue - -	1,258	5	5 Apr.	G. Winton -	Kirkton Cottage, Forgue, Huntly.
Foveran - -	1,945	7	19 „	L. Tait - -	Old Mill, Foveran, Newburgh, Aberdeen.
Fraserburgh (including Town).	8,092	7	15 „	A. Johnston -	Saltoun Square, Fraserburgh.
Fyvie - - -	2,993	9	13 Mar.	W. Mackie -	Lewes, Fyvie, Aberdeenshire.
Gartly - - -	928	5	17 Apr.	W. Grant -	Faichhill, Gartly.
Glass - - -	964	5	10 „	T. Gauld -	Blairmore Cottage, Glass, Huntly, Aberdeen.
Glenbucket - -	408	5	24 Mar.	J. Forbes -	Tombreck, Bridge of Bucket, Aberdeen.
Glengairn - -	406	5	12 Apr.	J. Abercrombie	Gearick, Mieras, Ballater, Aberdeen.
Glenmuick and Tullich	1,903	5	5 „	J. Simpson -	Union Bank of Scotland, Ballater.
Huntly (including Town)	4,583	9	10 „	W. Leslie -	11, Castle Street, Huntly.
Insch - - -	1,384	5	14 Mar.	A. Henderson -	Insch.
Inverurie (incl. Burgh)	2,954	7	13 „	J. Munro -	41, Market Place, Inverurie.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Keig	748	5	3 Apr.	C. McKintosh	Pittendreigh, Keig, Aberdeen.
Keithhall and Kinkell	822	5	1 „	J. McGlashan	Keithhall, Inverurie.
Kemnay	1,799	5	22 „	A. Whyte	Kemnay, Aberdeen.
Kennethmont	932	5	4 „	J. Reid	New Flinder, Kennethmont, Aberdeenshire.
Kildrummy	569	5	22 „	G. B. Watt	Honeybarrel, Kildrummy, Aberdeen.
Kincardine O'Neil	1,830	5	28 „	D. Anderson	Torphins, Aberdeen.
King Edward	982	5	29 Mar.	P. Duncan	Balchars, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer, and Longside).	987	5	*	J. Simpson	Kininmonth, Mintlaw.
Kinnellar	580	5	15 Sept.†	N. Smith	Blackburn, Aberdeenshire.
Kintore (including Burgh).	2,409	5	1 „	J. C. Innes	Kintore, Aberdeenshire.
Leochel-Cushnie	1,448	7	27 Mar.	P. R. D. Williams	Milton of Cushnie, Alford.
Leslie	461	5	4 Apr.	W. Ingram	Leslie, Insch.
Logie-Buchan	763	5	5 „	J. H. Brown	North of Scotland Bank, Ellon.
Logie-Coldstone	938	5	31 Mar.	A. Farquharson	Loanhead, Logie-Coldstone, Tarland, Aberdeen.
Longside	2,966	7	19 Apr.	G. Davidson	Longside, Aberdeen.
Lonmay	1,710	5	19 „	J. W. Forbes	Lonmay, Aberdeenshire.
Lumphanan	992	5	26 „	G. Spark	Faburn, Lumphanan, Aberdeen.
Meldrum	2,019	7	9 „	A. S. Wilson	North of Scotland Bank, Old Meldrum, Aberdeenshire.
Methlick	1,905	5	7 „	J. Allan	Methlick, Aberdeen.
Midmar	1,081	5	10 May	J. Strachan	Midmar, Aberdeen.
Millbrex	1,291	5	16 Apr.	W. Mackie	Fyvie, Aberdeenshire.
Monquhitter	2,220	7	20 Mar.	W. Smith	Thornhill, Monquhitter.
Monymusk	1,025	5	27 „	W. L. Chivas	Nether Inver, Monymusk, Aberdeen.
New Byth	1,847	7	12 Apr.	A. Henderson	New Byth, Turriff.
New Deer	3,631	7	8 „	G. Lawrence	New Deer, Aberdeen.
Newhills	5,526	7	19 „	Rev. J. Wiseman	Buxburn, Aberdeen.
New Machar	1,432	7	3 „	W. Johnston	Mill of Pinkie, Summerhill, Aberdeen.
New Pitsligo	2,436	7	29 Mar.	W. Stewart	New Pitsligo, Aberdeen.
Old Deer	3,395	7	12 Apr.	J. F. Ingram	Old Deer, Mintlaw Station.
Old Machar	12,786	5	19 „	A. Webster	71, King Street, Aberdeen.
Oyne	883	5	31 Mar.	W. Home	Newton of Ardoyne, Insch.
Peterculter	3,629	7	26 Apr.	J. H. Chalmers	183(*a*), Union Street, Aberdeen.
PETERHEAD (Burgh)	12,226	9	14 „	R. Maitland	Peterhead.
Peterhead (Landward)	3,604	7	10 May	R. Maitland	Peterhead.
Pitsligo	2,290	5	5 July	C. Stevenson	Union Bank of Scotland, Rosehearty, Fraserburgh.
Premnay	930	5	15 Mar.	J. Gerrie	Auchleven, Premnay, Insch.
Rathen	2,627	7	3 May	J. Stewart	North of Scotland Bank, Strichen, Aberdeen.
Rayne	1,225	5	11 Mar.	G. Shewan	Lochend, by Warthill.
Rhynie	1,043	5	9 Apr.	J. Roger	Rhynie, Aberdeenshire.
St. Fergus	1,318	5	10 „	A. Greig	Netherhill, St. Fergus, Peterhead.
Savoch	1,891	5	7 „	G. Knox	Auchnagatt, Ellon.
Skene	1,673	5	3 „	J. Wyness	Skene, Aberdeen.
Slains	1,279	5	17 „	J. Sangster	Slains, Ellon.

* 18th April 1874. † Date of nomination by Board of Education, no election having taken place. Date originally fixed, 22nd March.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Strathdon	1,220	5	10 Mar.	A. Kellas	Mains of Glencarvie, Strathdon, Aberdeen.
Strichen	2,246	5	19 Apr.	J. Smith	Strichen, Aberdeen.
Tarland	736	5	2 „	W. Thomson	Tarland, Aberdeen.
Tarves	2,196	5	4 „	J. Anderson	Tarves, Aberdeen.
Tough	675	5	19 „	J. Davidson	Whitehouse, Aberdeen.
Towie	939	5	11 Mar.	A. Ingram	Sinnahard, Aberdeen.
Tullynessle and Forbes	975	5	17 „	J. Lawson	Scotsmill, Tullynessle, Alford, Aberdeen.
Turriff	4,253	7	12 Apr.	W. F. Stewart	Solicitor, High Street, Turriff.
Tyrie	795	5	19 „	A. Johnstone	Fraserburgh.
Udny	1,677	5	5 „	T. Duguid	Mosshead, Udny, Aberdeen.
Ythan Wells	1,136	5	3 May	J. Stephen	Templand Cottage, Auchterless, Turriff.
[45.] ARGYLL.	74,998				
Acharacle	1,148	7	25 June	A. D. Gillies	Laga, Salen, Ardgour, Argyllshire.
Ardchattan and Muckairn	1,975	5	8 May	A. M. Sinclair	Taynuilt, Argyllshire.
Ardnamarchan	1,885	7	18 June	H. Y. L. Smith	Fort William.
CAMPBELTOWN (Burgh)	8,291	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,969	5	4 Apr.	J. Lothian	Argyll Street, Campbeltown.
Coll	522	5	17 „	Rev. N. McDougall.	Coll, Oban.
Colonsay and Oronsay	381	5	15 Sept.*	A. McNeill	Colonsay, Greenock.
Craignish	389	5	19 Apr.	T. Kay	Craignish, Argyll.
Cumlodden	688	5	29 July	G. Ferguson	Pennymore, Furnace, Argyllshire.
Dunoon and Kilmun	8,683	9	12 Apr.	D. Anderson	Victoria House, Dunoon.
Gigha and Cara	401	5	3 „	J. C. Greenbank	Ardlany, Gigha, Greenock.
Glassary	1,256	5	15 Mar.	D. MacLachlan	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,261	5	26 „	A. Henderson	Inveraray.
Glenorchy and Inishail	1,641	7	13 May	A. M. Sinclair	Taynuilt, Argyllshire.
Inveraray (Burgh), united to Glenaray.	—	—	—	—	—
Inverchaolain	359	5	18 Apr.	Rev. A. M. Stewart	Inverchaolain, Toward, Greenock.
Jura	724	5	25 Mar.	J. McGillivray	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,574	5	8 May	A. Cowan	Easdale, Oban.
Kilcalmonell	502	5	15 July	A. McDougall	Tarbert, Greenock.
Kilchoman	2,697	7	2 Apr.	M. McTaggart	Bowmore, Islay.
Kilchrenan and Dalavich	415	5	18 „	D. McIntyre	Kilchrenan by Dalmally Argyllshire.
Kildalton	2,027	5	26 „	L. McCuaig	Port Ellen, Greenock.
Kilfinan	2,074	5	12 Mar.	D. Kerr	Tigh-na-bruaich, Greenock.
Kilfinichen and Kilvickeon.	1,745	5	12 May	A. McGregor	Kilfinichen, Bunessan, Argyll.
Killarrow and Kilmeny	2,660	7	26 Mar.	M. Mactaggart	Bowmore, Greenock.
Killean and Kilchenzie	1,293	5	8 Apr.	C. Mackinven	Gallowhill, Campbeltown.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Kilmartin	695	5	21 Mar.	J. McKinnell	Kilmartin, Lochgilphead.
Kilmodan	351	5	28 „	J. MacInnes	Glendaruel, Greenock.
Kilmore and Kilbride (exclusive of Burgh of Oban).	783	5	6 May	D. MacGregor	Helenslee, Oban.
Kilninian and Kilmore	2,182	7	8 Apr.	W. Sproat	Tobermory, Oban.
Kilninver and Kilmelford.	407	5	5 May	J. Gillies	Barnacary, Kilninver, Oban.
Lismore and Appin	3,135	7	9 „	D. Macintyre	Port Appin, Oban.
Lochgilphead	3,458	7	11 Mar.	A. Mac Ewan	Lochgilphead.
Lochgoilhead and Kilmorich.	787	5	23 Apr.	R. Brown	156, St. Vincent Street, Glasgow.
Morvern	749	5	8 „	J. F. McLaren	22, George Street, Oban.
North Knapdale	867	5	2 May	H. McDiarmid	North Knapdale, Lochgilphead.
OBAN (Burgh)	4,946	5	14 Mar.	M. B. Lawrence	Oban.
Saddell and Skipness	1,156	5	14 May	J. McKinven	Carradale, Greenock.
Salen	521	5	2 July	J. MacLachlan	Tobermory, Oban.
Southend	844	5	8 Apr.	J. Lothian	Argyll Street, Campbeltown.
South Knapdale	851	7	25 „	D. MacLachlan	Lochgilphead.
Stralachlan & Strachur	748	5	15 Sept.*	A. Weir	Ardendarroch Cottage, Strachur, St. Catharine's, Argyllshire.
Strontian	674	5	18 July	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Tarbert	2,204	5	8 „	A. McDougall	Tarbert, Greenock.
Torosay	628	5	13 May	J. F. McLaren	22, George Street, Oban.
Tyree	2,452	7	28 Mar.	A. McLean	Tyree, Oban.
[51.] AYR.	225,307				
Alloway	935	5	23 Mar.	D. Gray†	Alloway, Ayr.
Ardrossan	9,880	7	5 Apr.	J. Cook	Town Clerk's Office, Ardrossan.
Auchinleck	6,202	7	14 Mar.	D. Smith	Auchinleck, Cumnock.
AYR (Burgh)	24,944	9	10 May	T. Gemmell	Ayr.
Ayr (Landward)	801	5	30 Oct.‡	D. Gray	Alloway, Ayr.
Ballantrae	1,268	5	8 May	J. Wason	Ballantrae, Girvan.
Barr	549	5	12 Apr.	Rev. J. Angus (int.)	F. C. Manse, Barr, Girvan.
Beith	7,126	7	11 „	A. Stewart	Beith.
Colmonell	1,900	5	23 „	G. Rowan	Ballochmorrie, Girvan.
Coylton	2,667	7	26 „	J. Smith	Coylton, Ayr.
Craigie	552	5	17 May	A. McFarlane	Craigie, Kilmarnock.
Crosshill	1,178	5	18 Apr.	W. Dickie	Kilkerran Sawmill, Crosshill, Maybole.
Dailly	1,830	5	22 Mar.	W. G. Wilson	Dalquharran, Maybole.
Dalmellington	5,034	7	26 „	A. S. Glass	Dalmellington, Ayrshire.
Dalry	8,164	9	29 Apr.	A. Comrie	Dalry, Ayrshire.
Dalrymple	1,338	5	3 „	W. Clark	Dalrymple, Ayr.
Dreghorn	4,057	7	3 „	N. Auld	Bankhead, Kilmarnock.
Dundonald	5,015	7	5 „	H. McG. Highet	Irvine.
Dunlop	1,410	5	18 Mar.	J. Stevenson	Dunlop, Stewarton, Ayrshire.
Fenwick	1,007	5	25 „	J. Fulton	Kirkton, Fenwick, Ayrshire.
Galston	6,408	7	22 „	R. Blair	British Linen Company Bank. Galston, Kilmarnock.
GIRVAN (Town)	3,302	7	18 Apr.	W. Murray	Girvan.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

† Also clerk to combined Board of Alloway and Ayr (Landward).

‡ Date of nomination by Board of Education, no election having taken place. No date fixed.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Girvan (Landward) -	1,604	5	18 Apr.	A. Dunlop -	Royal Bank of Scotland, Girvan.
IRVINE (Burgh) -	9,086	7	27 Mar.	W. C. Wilson -	Irvine.
Irvine (Landward) -	1,585	5	14 Apr.	H. McG. Highet	Irvine.
Kilbirnie - -	5,468	7	29 Mar.	E. Allan -	BridgeStreet, Kilbirnie, Ayrshire.
KILMARNOCK (Burgh)	28,447	9	15 „	J. P. Stevenson -	Kilmarnock.
Kilmarnock (Landward)	1,828	7	21 „	J. P. Stevenson -	Kilmarnock.
Kilmaurs - -	4,453	7	10 Apr.	D. Carruthers -	Market Lane, Kilmarnock.
*Kilwinning - -	7,007	7	10 „	R. C. King -	Commercial Bank, Kilwinning.
				D. Stevenson, *Depute Clerk.*	20, Howgate, Kilwinning.
Kirkmichael - -	900	5	17 „	W. Dunn -	Glastron, Dalrymple, Ayr.
Kirkoswald - -	1,450	5	19 „	A. Herron -	Corrieston, Kirkoswald, Maybole.
Largs - -	4,241	7	20 Mar.	J. Fleck -	Largs, Greenock.
Loudoun - -	6,379	7	14 „	A. Cameron -	Newmilns, Kilmarnock.
Mauchline - -	2,339	5	15 „	W. McMillan -	Mauchline.
Maybole (combined District).	7,201	7	5 & 12 Apr.	J. Gibson -	Maybole.
Monkton and Prestwick	2,608	5	19 Apr.	H. Boyd, jun. -	Prestwick, Ayrshire.
Muirkirk - -	5,165	7	29 Mar.	R. A. Leslie -	Wellwood Street, Muirkirk.
New Cumnock -	4,419	7	22 „	A. Moodie -	Pathhead, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree - -	1,910	5	29 Mar.	A. Urquhart -	Ochiltree, Cumnock.
Old Cumnock -	4,712	7	27 „	A. Brakenridge -	Glaisnock Street, Cumnock.
Riccarton - -	5,010	7	29 „	J. D. Macintosh	Grange Place, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr, Landward).	1,138	5	10 May	J. Meikle -	St. Quivox, Ayr.
Sorn - - -	3,919	7	5 Apr.	R. B. Conner -	Catrine, Mauchline.
Stair - - -	1,289	5	3 „	R. L. Robertson	Stair, Coylton, Ayr.
Stevenston - -	6,209	7	12 „	J. Dickie -	Stevenston, Ayrshire.
*Stewarton - -	3,804	7	2 „	J. Love -	Stewarton, Ayrshire.
Straiton - -	1,060	5	29 Mar.	H. McFadzean -	Straiton, Maybole.
Symington - -	621	5	28 „	J. Currie -	Symington, Kilmarnock.
Tarbolton - -	3,586	7	14 Apr.	J. Crawford -	Tarbolton, Ayrshire.
West Kilbride -	2,302	5	2 „	G. McNee -	Gateside, West Kilbride, Greenock.
[25.] BANFF.	61,980				
Aberlour - -	2,072	5	8 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
Alvah - -	1,292	5	26 „	F. W. Runcie -	Bruntbrae, Alvah, Banff.
BANFF (Burgh) -	3,876	9	31 Mar.	J. Allan -	Banff.
Banff (including Q.S. Par. of Ord, united under § 17), (Landward).	1,315	5	19 Apr.	W. Joss -	Blairshinnoch, Banff.
Boharm - -	1,266	5	17 „	Thurburn and Fleming.	Moss Street, Keith.
Botriphnie - - -	729	5	3 May	Thurburn and Fleming.	Moss Street, Keith.
Boyndie - -	1,928	5	25 Apr.	J. McCulloch -	Boyndie, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cabrach - -	646	5	12 Apr.	J. S. Craig -	Dufftown, Banffshire.
Cullen - -	2,319	7	26 „	A. Sim -	Cullen, Fochabers.
Deskford - -	745	5	7 May	A. Morrison -	Berryhillock, Deskford, Cullen, Banffshire.

* Auchentiber Combination—R. C. King, Kilwinning, Clerk.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BANFF—*cont.*			1873.		
Enzie	2,460	5	13 May	W. R. Thomson	Port Gordon, Buckie.
Fordyce	4,268	7	16 Apr.	W. Ingram	Portsoy, Banffshire.
Forglen	714	5	31 Mar.	J. L. Keith	Turriff.
Gamrie	7,003	9	21 Apr.	A. George	Town Clerk's Office, Macduff, Banffshire.
Glenrinnes	374	5	17 Mar.	Rev. C. Bruce	Glenrinnes, Dufftown, Banffshire.
Grange	1,685	5	12 Apr.	J. Clarke	Croftgib, Grange, Keith.
Inveravon	2,319	7	31 Mar.	W. Phimister	Drumin, Ballindalloch, Banffshire.
Inverkeithny	826	5	19 Apr.	P. Chapman	Fortrie, Turriff.
Keith	6,704	7	5 „	Thurburn and Fleming.	Moss Street, Keith.
Kirkmichael	1,043	5	10 „	A. Innes	Bridge of Avon, Tomintoul, Ballindalloch, Banffshire.
Marnoch	2,906	7	26 „	W. Smith	36, Main Street, Aberchirder, Banff.
Mortlach	2,754	7	12 „	A. Walkinshaw	North of Scotland Bank, Dufftown, Banffshire.
Ordiquhill	684	5	15 Sept.*	A. Gray	Mill of Park, Ordiquhill, Banff.
Rathven (incl. Buckie)	10,761	9	15 Apr.	J. Macdonald	Cluny Square, Buckie.
Rothiemay	1,291	5	21 „	A. Thurburn	Mid Street, Keith.
[32.] BERWICK.	32,604				
Abbey St. Bathan's	246	5	22 Mar.	W. Moyes	Abbey St. Bathan's, Grantshouse, Berwickshire.
Ayton	1,827	5	13 „	T. Thompson	Ayton.
Bunkle and Preston	672	5	25 Apr.	G. Mason	Bunkle, Edrom, Berwickshire.
Channelkirk	545	5	7 „	H. M. Liddell	Channelkirk, Lauder, Berwickshire.
Chirnside	1,459	5	31 Mar.	D. Denholm	Chirnside, Berwickshire.
Cockburnspath	1,112	5	5 Apr.	A. W. Henderson	Cockburnspath.
Coldingham	3,016	9	2 „	J. J. Craik	Coldingham, Ayton.
Coldstream	2,388	7	31 Mar.	J. Porteous	Coldstream.
Cranshaws	132	5	19 Apr.	R. Pringle	Cranshaws, Duns.
Duns	3,137	7	13 Mar.	W. Home Waite	Easter Street, Duns.
Earlston	1,766	5	27 „	A. G. Sinclair	Commercial Bank of Scotland, Earlston, Berwickshire.
Eccles	1,446	7	27 „	Dove & Stevenson	Kelso.
Edrom	1,361	7	26 Feb.	J. B. Kellie	Duns.
Eyemouth	2,686	7	17 Mar.	J. Donaldson	Eyemouth, Ayton.
Fogo	420	5	14 Apr.	T. Duncan	Fogo, Duns.
Foulden	351	5	4 „	J. Shed	Foulden, Berwick.
Gordon	843	5	5 „	J. Gibson	Gordon, Berwickshire.
Greenlaw	1,110	5	12 „	D. Leitch	Greenlaw, Berwickshire.
Hume and Stitchell	689	5	8 „	A. Inglis, jun.	27, Woodmarket, Kelso.
Hutton	815	5	17 Mar.	F. Muirhead	Paxton, Southmains, Berwick.
Ladykirk	339	5	10 Apr.	Rev. W. Dobie	The Manse, Ladykirk, Norham, Berwickshire.
Langton	417	5	10 Mar.	W. Home Waite	Easter Street, Duns.
Lauder (including Burgh).	1,499	5	4 Apr.	G. L. Broomfield	Lauder, Berwickshire.
Legerwood	475	5	10 „	R. Martin	Legerwood, Earlston, Berwickshire.
Longformacus	278	5	5 „	W. Home Waite	Duns.
Mertoun	622	5	12 „	J. Dodds	Mertoun, St. Boswell's, Roxburghshire.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 18th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—*cont.*			1873.		
Mordington	324	5	4 June	Rev. H. Fleming	Mordington, Berwick.
Nenthorn	391	5	5 Apr.	W. Winton	Nenthorn, Kelso.
Polwarth	203	5	22 Mar.	R. Johnstone	Polwarth, Duns.
Swinton	847	5	29 „	Rev. W. Shearer	Swinton, Coldstream.
Westruther	615	5	11 Apr.	G. Mill, jun.	Hindsidehill, Lauder.
Whitsome	573	5	21 „	R. Lees	Whitsome, Chirnside, Berwickshire.
[6.] BUTE.	18,404				
Cumbrae	1,801	5	5 Apr.	J. Ross	20, Stuart Street, Millport, Greenock.
Kilbride	2,331	5	18 Mar.	J. B. Sweet	Lamlash, Isle of Arran.
Kilmory	2,519	7	25 „	P. McKenzie	Machrie, Shiskine, Isle of Arran.
Kingarth	1,062	5	4 Apr.	J. T. Wilson	Town Clerk's Office, Rothesay.
North Bute and Rothesay (Landward) united, §17.	1,583	5	19 „	J. R. Thomson	5, High Street, Rothesay.
ROTHESAY (Burgh)	9,108	7	27 Mar.	J. T. Wilson	Town Clerk's Office, Rothesay.
[12.] CAITHNESS.	37,177				
Bower	1,506	5	20 Mar.	R. S. W. Leith	Bridge Street, Wick.
Canisbay	2,168	7	27 „	D. K. Murray	Thurso.
Dunnet	1,488	5	16 Apr.	A. Mackay	Dunnet, Thurso.
Halkirk	2,577	7	9 „	H. J. Mackay	Halkirk, Caithness.
Keiss	1,266	5	10 „	G. M. Sutherland	Wick.
Latheron	5,875	7	27 Mar.	C. F. Reid	Clyth Cottage, Lybster, Wick.
Olrig	1,837	5	5 May	J. Gunn	Castletown, Thurso.
Reay	1,182	5	23 Apr.	G. Macleod	Reay, Thurso.
Thurso	5,825	7	20 Mar.	A. Manson	Thurso.
Watten	1,390	5	3 Apr.	D. Alexander	East Watten, Watten, Caithness.
WICK (Burgh)	6,881	7	2 „	D. W. Georgeson	Wick.
Wick (Landward)	5,182	7	11 „	D. Leith	Wick.
[6.] CLACKMANNAN.	33,030				
ALLOA (Town)	10,754	7	14 Mar.	J. Cuthbert	15, High Street, Alloa.
Alloa (Landward)	5,108	7	5 Apr.	J. W. Moir	20, Bank Street, Alloa.
Alva	6,366	7	5 „	J. Young	Royal Bank of Scotland, Alloa.
Clackmannan	2,931	7	25 Mar.	A. P. Moir	20, Bank Street, Alloa.
Dollar	2,176	7	17 „	J. Low	Bridge Street, Dollar, Clackmannanshire.
Tillicoultry	5,695	7	27 „	T. J. Young	Mansville, Tillicoultry, Clackmannanshire.
[14.] DUMBARTON.	98,092				
Arrochar	1,457	5	8 May	M. H. Conley	Tarbet, Loch Lomond.
Bonhill	14,379	9	12 Apr.	J. Brown	Albert Buildings, Alexandria, Dumbartonshire.
Cardross	6,760	7	19 „	A. Bayne	Back Street, Renton, Dumbartonshire.
Cumbernauld	4,361	7	19 „	J. Longwill	Royal Bank, Cumbernauld, Glasgow.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMBARTON—*cont.*					
			1873.		
DUMBARTON (Burgh)	16,927	9	8 Mar.	A. Roberts -	County Buildings, Dumbarton.
Dumbarton (Landward)	928	5	10 Oct.*	W. Babtie -	County Buildings, Dumbarton.
Kilmaronock - -	900	5	29 Mar.	G. Eyre-Todd -	Auchenlarich, By Alexandria, Dumbartonshire.
KIRKINTILLOCH (Town)	9,314	7	8 Apr.	J. Hutcheson -	115, Wellington Street, Glasgow.
Kirkintilloch (Landward).	3,113	5	4 „	J. Hutcheson -	115, Wellington Street, Glasgow.
Luss - - -	633	5	9 May	J. Wilson -	Luss Estates Office, Helensburgh.
New or East Kilpatrick	8,309	7	10 Mar.	J. Cranmer -	Craigmaddie Place, Milngavie, Glasgow.
Old or West Kilpatrick	17,775	9	5 Apr.	G. Smith -	Union Bank of Scotland, Partick, Glasgow.
Roseneath - -	2,064	5	28 Feb.	A. McNeilage -	Kilcreggan, Greenock.
Row - - -	11,172	7	11 Apr.	G. Maclachlan -	Helensburgh.
[45.] DUMFRIES.	74,245				
			1876.		
Annan (including Burgh)	5,297	7	11 Apr.	W. Roddick -	Commercial Bank of Scotland, Annan.
			1873.		
Applegarth and Sibbaldbie.	858	5	12 Apr.	J. F. Cormack -	Lockerbie.
Brydekirk - -	750	5	15 Sept.‡	I. Moffat -	Kirtlebridge, Ecclefechan.
Caerlaverock - -	921	5	4 Apr.	J. Hunter -	Castlewood Cottage, Caerlaverock, Dumfries.
Canonbie - -	2,476	7	14 „	J. Watson -	Byreburn, Canonbie, Dumfriesshire.
Closeburn - -	1,333	5	31 Mar.	G. McFarlan -	Closeburn Mains, Thornhill.
Cummertrees - -	1,079	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton - -	563	5	8 „	J. H. McGowan	Dumfries.
Dornock - -	831	5	19 Apr.	M. Little -	Annan.
Dryfesdale - -	3,233	7	28 „	D. McJerrow -	Lockerbie
DUMFRIES (Burgh) -	13,076	9	15 Mar.	J. B. Dinwiddie	Dumfries.
Dumfries (Landward)	4,802	7	29 „	J. H. McGowan	Dumfries.
Dunscore - -	1,260	5	8 Apr.	J. Laurie -	Dunscore, Auldgirth, Dumfries.
Durisdeer - -	1,076	5	8 „	J. R. Wilson -	Sanquhar, Dumfriesshire.
Eskdalemuir - -	488	5	17 „	Rev. J. T. Falside	Eskdalemuir, Langholm.
Ewes - - -	299	5	18 „	J. C. Lyall -	Ewes, Langholm.
Glencairn - -	1,647	5	17 Mar.	D. Corson -	Moniaive, Thornhill.
Gretna or Graitney -	1,141	5	25 „	T. H. McTaggart	Gretna, Carlisle.
Halfmorton - -	484	5	18 „	J. Murphy -	Halfmorton, Canonbie, Dumfriesshire.
Hoddam - -	1,453	5	7 Apr.	T. Shankland -	Royal Bank, Ecclefechan.
Holywood - -	1,011	5	12 „	A. Sharpe -	Maxwelltown, Dumfries.
Hutton and Corrie -	726	5	14 „	W. McClure -	Clydesdale Bank, Lockerbie.
Johnstone - -	927	5	14 „	D. McJerrow -	Lockerbie.
Keir - - -	639	5	24 Mar.	W. Scott -	Keir Mill, Thornhill.

* Date of nomination by Board of Education, no election having taken place. No date fixed.
† Lenzie combination. *J. Hutcheson*, 115, *Wellington Street, Glasgow.*
‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 3rd April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Kirkconnel - -	1,087	5	17 Apr.	J. Brown -	Sanquhar, Dumfriesshire.
Kirkmahoe - -	1,159	5	5 „	J. Carmont -	Kirkton, Kirkmahoe, Dumfries.
Kirkmichael - -	808	5	19 „	H. S. Gordon -	Dumfries.
Kirkpatrick Fleming -	1,248	5	7 „	T. Dunbar -	Bridge Place, Annan.
Kirkpatrick Juxta -	976	5	26 „	T. Tait - -	Moffat.
Langholm - -	3,970	7	27 Mar.	R. McGeorge -	Langholm.
Lochmaben (including Burgh).	2,522	7	28 „	T. E. Watson -	National Bank, Lochmaben, Lockerbie.
Middlebie - -	1,806	5	25 „	*G. Moffat (int.)*	Kirtlebridge, Ecclefechan.
Moffat - - -	2,977	7	11 Apr.	T. & W. Tait -	Moffat.
Morton - -	1,855	5	10 „	R. Wilson -	6, East Morton Street, Thornhill, Dumfriesshire.
Mouswald - -	500	5	3 Mar.	Rev. A. Angus -	Mouswald, Dumfries.
Penpont - -	1,063	5	3 Apr.	W. Lawson -	Penpont, Thornhill.
Ruthwell - -	858	5	24 Mar.	G. Smith -	Hope Cottage, Ruthwell, Dumfriesshire.
St. Mungo - -	603	5	12 Apr.	W. McClure -	Clydesdale Bank, Lockerbie.
Sanquhar (incl. Burgh)	2,910	7	14 „	D. Paterson -	Thornhill, Dumfriesshire.
Tinwald - -	902	5	22 Mar.	Craig & Geddes	Dumfries.
Torthorwald - -	921	5	21 „	J. Wilson -	14, Buccleuch Street, Dumfries.
Tundergarth - -	439	5	31 „	W. McClure -	Clydesdale Bank, Lockerbie.
Tynron - -	359	5	8 Apr.	J. Laurie -	Tynron, Thornhill.
Wamphray - -	458	5	8 „	G. Rae -	Wamphray, Moffat.
Westerkirk - -	454	5	28 Mar.	J. Fairbairn -	Maitland Cottage, Canonbie.
[34.] EDINBURGH.	433,592				
Borthwick - -	1,426	7	14 Apr.	R. Stoddart -	Gorebridge, Mid-Lothian.
Carrington - -	563	5	5 „	W. G. Gardner -	Carrington Barns, Gorebridge, Mid-Lothian.
Cockpen - -	3,387	7	19 „	D. B. Tod -	Bonnyrigg, Mid-Lothian.
Colinton - -	4,549	7	5 „	A. Shankie -	Colinton, Edinburgh.
Corstorphine - -	2,233	5	18 „	J. E. Cowan -	Manse Road, Corstorphine, Edinburgh.
Cramond - -	2,945	7	18 Mar.	R. C. Bell -	1, North Charlotte St., Edinburgh.
Cranston - -	859	5	5 Apr.	Rev. A. Gemmell.	Cranston, Dalkeith.
Crichton - -	946	5	4 „	J. Simpson -	Pathhead, Ford, Dalkeith.
Currie - - -	2,580	7	4 „	M. W. Scott -	Currie, Mid-Lothian.
DALKEITH (Town) -	6,952	7	15 Mar.	T. Sturrock -	66, High Street, Dalkeith.
Dalkeith (Landward) -	834	5	19 Apr.	G. H. Gorrie -	Bridgend, Dalkeith.
Duddingston(Landward)	1,614	5	4 „	A. Logan -	Spylaw House, Colinton, Edinburgh.
EDINBURGH (City) -	247,182	15	29 Mar.	J. Arnot -	Castle Terrace, Edinburgh.
Edinburgh—(St. Cuthberts and Dean).	14,651	7	19 Apr.	Chiene and Tait	67, George Street, Edinburgh.
Fala and Soutra -	285	5	15 Sept.*	J. Duncan -	The Schoolhouse, Fala, Blackshiels, Mid-Lothian.
Glencorse - -	1,451	5	5 Apr.	P. Gow -	Glencorse, Milton Bridge, Mid-Lothian.
Heriot - -	443	5	17 „	W. Weir -	Heriot, Mid-Lothian.
Inveresk (Landward) -	2,621	7	28 Mar.	J. Richardson -	High Street, Musselburgh.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 19th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
EDINBURGH—*cont.*			1873.		
Kirknewton and East Calder.	3,352	7	19 June	W. Robb -	East Calder, Mid-Calder.
Lasswade - -	10,455	7	5 Apr.	C. Clark -	Bank of Scotland, Lasswade.
LEITH (Burgh) -	68,707	13	13 „	R. Hardie -	2, Links Place, Leith.
Leith, South (Landward)	2,594	5	23 „	Rev. G. Boyd -	27, Spring Gardens, Abbey Hill, Edinburgh.
Liberton - -	7,862	7	4 „	T. J. Cochrane	5, York Place, Edinburgh.
Midcalder - -	3,126	7	26 „	W. Brown -	Midcalder, Mid-Lothian.
MUSSELBURGH (Burgh)	8,888	7	15 Mar.	J. Richardson -	Solicitor, Musselburgh.
Newbattle - -	2,761	5	15 Apr.	W. J. Jones -	Tait Street, Dalkeith.
Newton - -	1,180	5	22 Mar.	C. B. Hutchison	Newton, Dalkeith.
Penicuik - -	4,914	7	29 „	J. Alexander -	Penicuik.
PORTOBELLO (Burgh)	8,182	7	19 Apr.	J. O. Fraser -	124, High Street, Portobello.
Ratho - - -	1,839	5	14 Mar.	D. Smith -	Ratho, Mid-Lothian.
Stobhill - -	3,501	7	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
Stow - - -	1,799	7	9 „	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
Temple - -	455	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
West Calder - -	8,456	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
[21.] ELGIN OR MORAY.	43,175				
Alves - - -	1,096	5	20 Mar.	F. C. Mackenzie	High Street, Forres.
Bellie - - -	1,914	5	14 Apr.	C. Gray -	Fochabers.
Birnie - - -	405	5	19 „	J. Wink -	Elgin.
Cromdale - -	3,026	7	25 Mar.	R. C. Lobban -	Carr Bridge, Aviemore, Inverness-shire.
Dallas - - -	860	5	21 Apr.	F. C. Mackenzie	High Street, Forres.
Drainie - - -	3,922	7	22 „	J. H. Glennie -	Lossiemouth.
Duffus - - -	4,299	7	9 „	J. Nicoll -	Hopeman, Elgin.
Dyke - - -	1,044	5	29 Mar.	F. C. Mackenzie	High Street, Forres.
Edinkillie - -	1,032	5	26 Apr.	F. C. Mackenzie	High Street, Forres.
ELGIN (Burgh) -	7,799	9	18 Mar.	E. D. Jameson -	Bank House, Elgin.
Elgin (Landward) -	2,674	5	14 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
FORRES (Burgh) -	3,971	7	28 Mar.	F. C. Mackenzie	High Street, Forres.
Forres (Landward) -	830	5	29 Apr.	F. C. Mackenzie	High Street, Forres.
Kinloss - -	958	5	3 May	F. C. Mackenzie	High Street, Forres.
Knockando - -	1,712	5	15 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
New Spynie - -	542	5	17 „	R. B. Gordon -	Elgin.
Rafford - -	982	5	12 „	F. C. Mackenzie	High Street, Forres.
Rothes - -	2,299	5	15 „	R. Cruickshank	Rothes, Elgin.
St. Andrews Lhanbryd	1,277	5	1 „	H. Stewart -	Elgin.
Speymouth - -	1,384	5	21 „	W. S. Murdoch -	Garmouth, Morayshire.
Urquhart - -	1,149	5	6 May	H. Stewart -	Royal Bank Buildings, Elgin.
[70.] FIFE.	190,365				
Abbotshall (added to Kirkcaldy, § 17).	—	—	—	—	—
Abdie - - -	754	5	15 Mar.	J. Cameron -	Grange of Lindores, Newburgh, Fife.
Aberdour - -	1,955	5	18 Apr.	J. Russell -	Aberdour, Fifeshire.
Anstruther Easter -	1,142	5	8 „	H. B. and A. C. Mackintosh.	Anstruther.
Anstruther Wester -	593	5	17 Mar.	D. Cook -	Anstruther.
Auchterderran - -	2,042	5	28 „	J. Small -	Lochgelly, Fife.
Auchtermuchty -	2,002	7	15 Apr.	R. Skinner -	Auchtermuchty, Fife.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Auchtertool	721	5	21 Apr.	M. Nicol	Kirk Wynd, Kirkcaldy.
Ballingry	947	5	12 „	H. A. Brown	Blairadam, Kinross.
Balmerino	688	5	24 Mar.	W. Scott	Gauldry, Newport, Fife.
Beath	8,298	7	7 Apr.	J. Ross	Dunfermline.
BURNTISLAND (Burgh)	4,993	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward)	1,181	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron	662	5	4 „	W. Morton	Cameron, St. Andrews.
Carnbee	915	5	17 May	J. Guthrie	Anstruther.
Carnock	987	5	19 Apr.	W. Bald	National Bank, Dunfermline.
Ceres	1,584	5	5 „	W. Yool	Ceres, Cupar-Fife.
Collessie	2,093	5	26 „	J. L. Anderson (int.).	Cupar-Fife.
Crail (including the *Island of May, pop. 27*).	1,647	5	29 Mar.	J. Guthrie	Anstruther.
Creich	325	5	17 „	G. J. Leslie	Luthrie, Cupar-Fife.
Culross (including Burgh).	1,096	5	17 Apr.	A. Fraser	Dunfermline.
Cults	639	5	2 „	J. Melville	Pitlessie, Ladybank.
CUPAR (Burgh)	4,729	7	21 Mar.	J. L. Anderson (int.).	Cupar-Fife.
Cupar (Landward)	965	5	8 Apr.	W. D. Patrick	County Buildings, Cupar-Fife.
Dairsie	606	5	19 „	J. Beveridge	The Schoolhouse, Dairsie, Cupar-Fife.
Dalgety	1,341	5	10 Mar.	G. M. Stewart	Inverkeithing, Fife.
Dunbog	346	5	22 „	J. Ballingall	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	19,647	9	20 „	D. Gorrie	Dunfermline.
Dunfermline (Landward).	9,020	7	1 May	J. McFarlane	County Buildings, Dunfermline.
Dunino	383	5	10 Apr.	W. Berwick	Stravithy Mill, St. Andrews.
DYSART (Burgh)	12,849	9	7 „	D. Nicholson	Loughborough Road, Kirkcaldy
Dysart (Landward)	777	5	21 „	W. M. Dow	Kirkcaldy.
Elie (including Burgh of Earlsferry).	1,172	5	18 „	W. R. Ketchen	Elie, Fife.
Falkland	2,470	7	10 „	J. Sheriff	Falkland, Ladybank.
Ferry-port-on-Craig	3,008	7	15 Mar.	D. White	Craigmount, Ferry-port-on-Craig, Fife.
Flisk	192	5	22 „	D. M. Dingwall	Flisk, Newburgh, Fife.
Forgan	3,763	7	12 Apr.	J. J. Johnstone	69, Reform Street, Dundee.
Inverkeithing	2,943	7	18 „	R. Baxter	Inverkeithing, Fife.
Kemback	794	5	29 Mar.	R. Davidson	Blebo Works, Cupar-Fife.
Kennoway	1,458	5	22 „	H. Normand	Kennoway, Windygates, Fife.
Kettle	1,939	7	21 „	J. L. Anderson (int.).	Cupar-Fife.
Kilconquhar	1,092	7	5 Apr.	C. G. Dawson	Commercial Bank, Colinsburgh, Fife.
Kilmany	588	5	24 Mar.	D. Carswell, jun.	c/o—Coghill, 35, East London Street, Edinburgh.
Kilrenny	2,889	7	19 Apr.	W. T. Jamieson	Anstruther.
Kinghorn (incl. Burgh)	2,790	7	12 „	J. Wyllie	Kinghorn, Fife.
Kinglassie	1,436	5	17 Mar.	J. Small	Kinglassie, Parochial Board Office, Lochgelly.
Kingsbarns	731	5	22 „	J. Guthrie	Anstruther.
KIRKCALDY (Burgh)	17,316	9	3 Apr.	A. Beveridge	Kirkcaldy.
Kirkcaldy (Landward) and Abbotshall.	659	5	20 May	W. L. McIndoe (int.).	170, High Street, Kirkcaldy.
Largo	2,117	5	26 Apr.	R. Black	Lundin Links, Largo, Fife.
Largoward	1,018	5	24 May	C. G. Dawson	Commercial Bank, Colinsburgh, Fife.
Leslie	3,886	7	8 Mar.	W. Taylor	Parochial Board Office, Leslie, Fife.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Leuchars - -	2,370	5	12 Apr.	J. Jamieson -	26, Crossgate, Cupar-Fife.
Lochgelly - -	5,436	7	14 „	J. Small -	Main Street, Lochgelly, Fife.
Logie - - -	360	5	5 „	D. Imrie -	Schoolhouse, Logie, Cupar-Fife.
Markinch - -	5,798	7	15 Mar.	W. Marshall -	Markinch.
Monimail - -	769	5	26 Apr.	J. L. Anderson (int.)	Cupar-Fife.
Moonzie - -	128	5	28 Mar.	J. Y. Douglas -	Public School, Moonzie, Cupar-Fife.
Newburgh - -	1,852	7	27 „	J. Adamson -	Newburgh, Fife.
Newburn - -	322	5	21 Apr.	F. R. Lumsden-	Newburn, Largo, Fife.
Pittenweem - -	1,991	5	25 Mar.	T. Nicolson -	Pittenweem, Fife.
ST. ANDREWS (Burgh)	6,853	7	29 „	H. Thomson -	St. Andrews.
St. Andrews (Landward)	1,902	5	14 Apr.	C. S. Grace -	St. Andrews.
St. Monance - -	1,998	5	17 May	D. Cook -	Anstruther.
Saline - - -	760	5	29 Mar.	J. Ross - -	Dunfermline.
Scoonie - -	4,693	7	22 „	C. J. Ogilvy -	Leven, Fife.
Springfield - -	1,430	5	26 Apr.	A. Duncan -	Springfield, R.S.O., Fife.
Strathmiglo - -	1,772	5	12 „	J. Peggie -	Strathmiglo, Fife.
Torryburn - -	1,032	5	26 „	W. Bald -	National Bank, Dunfermline.
Tulliallan - -	2,177	5	10 „	J. Simpson -	Newtown, Kincardine, Alloa.
Wemyss - -	10,534	9	15 Mar.	W. Ness -	East Wemyss, Fife.
[60.] FORFAR.	277,735				
Aberlemno - -	926	5	24 Mar.	Rev. J. D. Fisher	Aberlemno, Forfar.
Airlie - - -	741	5	3 Apr.	J. Davidson -	Kirriemuir.
Arbirlot - -	848	5	14 „	W. K. Macdonald	Town Clerk's Office, Arbroath.
ARBROATH (Burgh) -	22,821	9	28 Mar.	W. Alexander -	62, High Street, Arbroath.
Arbroath (Landward, united to St. Vigeans).	—	—	—	——	——
Auchterhouse - -	566	5	19 Apr.	A. Jamieson -	Kirkton Auchterhouse, Dundee.
Barry - -	3,787	7	12 „	D. Kidd (Int.) -	Rowan Cottage, Carnoustie Forfarshire.
BRECHIN (Burgh) -	8,955	7	22 Mar.	J. Craig -	Swan Street, Brechin.
Brechin (Landward) -	1,498	5	7 Apr.	A. Philip -	16, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	8,605	7	21 Mar.	D. S. Littlejohn	27, Bank Street, Dundee.
Careston - -	198	5	9 May	J. Craig -	Swan Street, Brechin.
Carmyllie - -	1,083	5	16 Apr.	J. Taylor -	The Schoolhouse, Carmyllie, Arbroath.
Cortachy and Clova -	615	5	29 Mar.	J. Edwards -	Bearfauld, Cortachy, Kirriemuir.
Craig - - -	2,472	7	5 Apr.	D. C. Wills -	Montrose.
Dun - - -	552	5	29 Mar.	J. Cameron -	Schoolhouse, Dun, Montrose.
DUNDEE (Burgh) -	153,308	15	19 „	Dr. Thornton -	Dundee.
Dundee (Landward) -	918	5	28 „	J. Shiell -	5, Bank Street, Dundee.
Dunnichen - -	1,233	5	5 Apr.	J. Young, junr.	Letham, Forfar.
Eassie and Nevay -	553	5	12 „	A. J. Farquharson.	Wharncliffe Estate Office, Newtyle, Coupar Angus.
Edzell - - -	700	5	21 Mar.	Rev. D. S. Ross	Edzell, Brechin.
Farnell - -	627	5	3 May	J. Denholm -	Forebank House, Farnell, Brechin.
Fearn - - -	277	5	15 Mar.	Rev. J. Fergusson	The Manse, Fearn, Brechin.
FORFAR (Burgh) -	12,057	9	18 „	A. Freeman -	Forfar.
Forfar (Landward) -	1,608	5	19 Apr.	D. Macintosh -	Town House, Forfar.
Fowlis Easter - -	283	5	3 May	G. Colston -	Fowlis Easter, Dundee.
Friockheim - -	1,265	5	11 „	J. Edward -	Friockheim.
Glamis - -	1,464	5	3 „	J. A. Fisher -	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla - -	676	5	12 „	W. Gellatly -	Glenisla, Alyth, Perthshire.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Guthrie	267	5	10 Mar.	J. Smith	School-house, Guthrie, Arbroath.
Inverarity	926	5	17 Apr.	W. Gordon	52, East High Street, Forfar.
Inverkeillor	1,233	5	15 „	J. Sadler	Inverkeillor, Arbroath.
Kettins	722	5	12 „	R. Watson	Coupar Angus.
Kingoldrum	368	5	8 „	W. Edward	Kingoldrum, Kirriemuir.
Kinnell	653	5	7 „	D. Panton	Bona Vista, Carnoustie.
Kinnettles	340	5	27 Mar.	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfar.
Kirkden	574	5	2 Apr.	D. Craig	Idvies Mill, Letham, Forfar.
Kirriemuir (including Town).	6,090	7	4 „	J. Wilkie	Bank Street, Kirriemuir.
Lethnot and Navar. *See Navar and Lethnot.*					
Liff, Benvie and Invergowrie.	1,816	5	19 „	A. Osler	Loch of Liff, Dundee.
Lintrathen	558	5	11 „	J. Adam	Bottom, Kirriemuir.
Lochlee	343	5	27 „	A. Bowman	Tarfside, Brechin.
Logie Pert	979	5	19 „	A. Dickson	97, High Street, Montrose.
Lunan	349	5	15 July	A. Wilson	Schoolhouse, Lunan, Montrose.
Lundie	301	5	3 May	J. F. Forsyth	Easter Keith, Lundie, Lochee, Dundee.
Mains and Strathmartine	3,998	7	5 Apr.	A. W. Cumming	1, Bank Street, Dundee.
Maryton	270	5	10 Mar.	J. Denholm	Forebank House, Farnell, Brechin.
Menmuir	664	5	22 „	A. Philip	16, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	3,243	7	5 Apr.	D. Gowans	Arnot Villa, Westmarch, Monifieth.
Monikie	1,328	5	17 „	R. Steven	41, Reform Street, Dundee.
MONTROSE (Burgh)	12,916	9	15 Mar.	Wm. Ross	10, Castle Street, Montrose.
Montrose (Landward)	1,512	5	3 Apr.	A. Dickson	97, High Street, Montrose.
Murroes	905	5	10 „	W. F. Liddell	Murroes, Dundee.
Navar and Lethnot	239	5	19 Mar.	Rev. F. Cruickshank.	Manse of Lethnot, Brechin.
Newtyle	833	5	19 „	J. A. Webster	Newtyle, Coupar Angus.
Oathlaw	399	5	15 May	J. Taylor	Forfar.
Panbride	1,741	5	28 Feb.	W. Cæsar	Rowanbank, Carnoustie.
Rescobie	660	5	24 Mar.	W. Graham	Rescobie, Forfar.
Ruthven	188	5	29 „	Rev. J. G. Macpherson.	The Manse, Ruthven, Meigle.
St. Vigeans (including Arbroath, Landward).	2,432	7	24 „	J. M. McBain	Arbroath.
Stracathro	505	5	14 Apr.	Rev. R. Grant	Manse, Stracathro, Brechin.
Tannadice	1,117	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar.
Tealing	630	5	29 Mar.	P. M. McKenzie	School House, Tealing, Dundee.
[26.] HADDINGTON.	37,377				
Aberlady	1,063	5	19 Apr.	A. Wood	Haddington.
Athelstaneford	741	5	22 Mar.	J. Craig	Athelstaneford, Drem.
Bolton	271	5	22 „	Edwd. J. Wilson	Schoolhouse, Bolton, Haddington.
Dirleton	1,445	5	1 Apr.	D. McCulloch	British Linen Co. Bank, North Berwick.
DUNBAR (Burgh)	3,540	7	13 Mar.	R. White	Dunbar.
Dunbar (Landward)	1,670	5	15 Apr.	C. Notman	Dunbar.
Garvald	600	5	19 „	J. Boucher	Garvald, Prestonkirk.
Gladsmuir	1,604	5	29 Mar.	W. H. Ferme	Haddington.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
HADDINGTON (Burgh)	3,771	7	15 Mar.	T. W. Todrick - (*Clerk to combined Board of Haddington, B. and L.*)	Haddington.
Haddington (Landward)	1,445	7	24 „	J. Richardson -	Haddington.
Humbie - -	791	5	15 Sept.*	J. Stuart -	Humbie, Upper Keith, East Lothian.
Innerwick - -	761	5	12 Apr.	P. Purdie -	Innerwick, Dunbar.
Morham - -	199	5	17 „	A. Wood -	Haddington.
North Berwick (including Burgh).	3,038	7	12 „	A. D. Wallace -	East Road, North Berwick.
Oldhamstocks - -	443	5	29 Mar.	A. Grainger -	Oldhamstocks, Cockburnspath.
Ormiston - -	1,178	5	10 June	P. Cossar -	Pencaitland, Tranent.
Pencaitland - -	1,125	5	29 Mar.	P. Cossar -	Pencaitland, Tranent.
Prestonkirk - -	1,802	5	5 Apr.	J. Hall - -	National Bank, East Linton, Prestonkirk.
Prestonpans - -	2,659	7	11 „	R. C. Belfield -	Prestonpans.
Salton - - -	495	5	7 June	A. Dodds -	County Buildings, Haddington.
Spott - - -	475	5	19 Apr.	R. Grieve -	Spott, Dunbar.
Stenton - -	556	5	25 Mar.	J. Brown -	Stenton, Prestonkirk.
Tranent - -	5,470	7	3 Apr.	J. Richardson -	Solicitor, Musselburgh.
Whitekirk and Tyninghame.	933	5	15 Mar.	G. Ferguson -	Tyninghame, Prestonkirk.
Whittinghame - -	586	5	12 Apr.	G. H. Winton -	Whittinghame, Prestonkirk.
Yester - - -	716	5	21 „	P. B. Swinton -	Gifford, Haddington.
[36.] INVERNESS.	89,847				
Abernethy & Kincardine	1,354	5	16 Apr.	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Alvie - - -	608	5	3 „	D. McBean -	Alvie, Kincraig, Kingussie.
Ardersier - -	1,914	5	25 Mar.	H. T. Donaldson	Nairn.
Barra - -	2,365	5	18 „	P. McInnes -	Castlebay, Barra.
Boleskine and Abertarff	1,314	7	22 Apr.	P. Burgess -	Caledonian Bank, Glen Urquhart, Inverness.
Bracadale - -	920	5	25 „	W. Macleod -	Bracadale, Struan, Skye.
Croy & Dalcross (part of)	1,225	5	7 „	H. Fraser -	77, Church Street, Inverness.
Daviot and Dunlichty -	1,106	5	22 Mar.	J. S. Fraser -	18, High Street, Inverness.
Dores - - -	923	5	19 „	T. Fraser -	Errogie Mains, Errogie, Inverness.
Duirinish - -	3,933	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Duthill & Rothiemurchus	2,431	5	23 „	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Glenelg - - -	1,471	5	6 May	S. W. C. Gauld	Balmacara, Lochalsh.
Glengarry - - -	657	5	14 Mar.	G. H. Mackay -	Caledonian Bank, Invergarry, Inverness.
Harris - - -	5,024	7	13 „	R. F. Matheson	Tarbert, Harris.
Insh - - -	390	5	2 Apr.	D. MacDonald -	Balchroick, Feshie Bridge, Kingussie.
INVERNESS (Burgh) -	19,303	9	27 Mar.	R. Scott -	42, Union Street, Inverness.
Inverness (Landward) -	4,883	7	9 Apr.	J. S. Fraser -	Queensgate Chambers, Inverness.
Kilmallie - -	4,312	7	9 „	D. McLeish -	Fort William.
Kilmonivaig - -	1,704	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Kilmorack - -	2,093	7	31 Mar.	D. MacLean -	Beauly.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 26th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
Kilmuir	1,148	5	14 Apr.	Rev. Jas. Grant	Manse of Kilmuir, Uig, Portree.
Kiltarlity	1,922	7	14 „	W. Fraser	Tomnacross, Kiltarlity, Beauly.
Kingussie	1,599	7	4 Mar.	L. Mackintosh	Kingussie.
Kirkhill	1,307	5	9 Apr.	J. Barclay	Kirkhill, Inverness.
Laggan	857	5	28 Mar.	R. Macdonald	Balgown, Laggan, Kingussie.
Moy and Dalarossie	730	5	27 „	A. Fraser	Raigbeg, Tomatin, Inverness.
North Uist	4,187	7	3 Apr.	P. Maclean	Solicitor, Lochmaddy.
Petty	1,298	5	22 Mar.	H. & J. S. Fraser (joint clerks).	18, High Street, Inverness.
Portree	3,176	7	8 Apr.	A. Macdonald	National Bank, Portree.
Sleat	1,843	5	1 May	Rev. A. Cameron.	Broadford.
Small Isles	436	7	1 „	Rev. J. Sinclair	The Manse, Eigg, Greenock.
Snizort	1,893	5	2 Apr.	A. Macdonald	National Bank, Portree.
South Uist	5,821	7	19 Mar.	A. McElfrish	Procurator Fiscal's Office Lochmaddy.
Stenscholl	1,261	5	24 Apr.	J. McKenzie	Estate Office, Uig, Portree.
Strath	2,399	7	28 Mar.	R. Macdonald	National Bank, Portree.
Urquhart and Glenmoriston.	2,040	7	1 Apr.	Wm. Mackintosh	Drumnadrochit, Inverness.
[19.] KINCARDINE.	35,492				
Arbuthnott	795	5	5 Apr.	J. Andrew	Bervie, Fordoun.
Banchory-Devenick	1,981	7	12 „	J. C. Willet	7, Union Terrace, Aberdeen.
Banchory-Ternan	3,193	7	5 „	J. Merson	HighStreet,Banchory,Aberdeen.
Benholm	1,552	5	22 Mar.	W. Low	Johnshaven.
Bervie(including Burgh)	2,387	5	20 „	J. Andrew	Bervie, Fordoun.
Dunnottar (including part of Stonehaven).	2,739	5	15 „	A. W. Kinnear	Stonehaven.
Durris	918	5	19 Apr	A. Mackie	Glenhead, Durris, Banchory Aberdeen.
Fettercairn	1,421	5	10 „	R. Murray	North of Scotland Bank, Fettercairn, Laurencekirk.
Fetteresso and Rickarton (united § 17), (including part of Stonehaven).	5,546	7	29 Mar.	D. Carr	Stonehaven.
Fordoun	2,004	7	21 „	R. L. Crabb	Auchinblae, Fordoun.
Garvock	415	5	29 „	A. Anderson	Garvock, Laurencekirk.
Glenbervie	868	5	29 „	J. J. Wallace	Mill of Glenbervie, Drumlithie, Fordoun.
Kinneff and Catterline	907	5	25 „	A. Watt	Hilton, Stonehaven.
Laurencekirk	1,934	7	22 „	G Ross	Laurencekirk.
Maryculter	1,030	5	29 „	A. Milne	74, Union Street, Aberdeen.
Marykirk	1,307	5	29 „	J. Scott	Marykirk, Montrose.
Nigg	4,513	5	5 Apr.	D. M. Walker	Middleton, Nigg, By Aberdeen.
St. Cyrus	1,327	5	29 Mar.	A. Dickson	97, High Street, Montrose.
Strachan	655	5	19 Apr.	J. Rust	Bowbuts, Strachan, Aberdeen.
[5.] KINROSS.	6,373				
Cleish	539	5	11 Apr.	R. Shorthouse	Kelty Bridge, Blairadam.
Fossoway and Tulliebole	753	5	1 „	J. Wilson	Solicitor, Kinross.
Kinross	2,385	5	18 Mar.	W. K. Falconer	Kinross.
Orwell	1,852	5	28 „	F. Ewing	Milnathort, Kinross-shire.
Portmoak	844	5	19 Apr.	W. Glass	West Balgedie, Kinross.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[30] KIRKCUDBRIGHT.	40,167		1873.		
Anwoth - -	724	5	12 Mar.	R. Hume -	Alderlee Cottage, Gatehouse, Kirkcudbrightshire.
Balmaclellan - -	652	5	27 „	P. Gifford -	Solicitor, Castle Douglas.
Balmaghie - -	839	5	27 „	W. Milroy -	Kirkcudbright.
Bargrennan - -	391	5	5 May	A. Wylie, jun. -	Doonhill, Newton Stewart.
Borgue - -	1,121	5	22 Mar.	R. Sproat -	Borgue, Kirkcudbright.
Buittle - -	960	5	3 „	W. Caird -	Woodhead, Palnackie, Dalbeattie.
Carsphairn - -	394	5	21 „	H. Wylie -	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,127	5	20 „	J. K. McLelland	The Schoolhouse, Colvend, Dalbeattie.
Corsock - -	540	5	19 Apr.	R. Ewing (int.)	Corsock, Dalbeattie.
Crossmichael - -	1,348	5	8 Mar.	W. Gillespie -	Castle Douglas.
Dalry - -	925	5	15 Apr.	Rev. N. Buchanan	Dalry, Galloway.
Girthon - -	1,354	5	13 Mar.	W. Cairns -	Gatehouse, Kirkcudbrightshire.
Irongray - -	747	5	5 Apr.	R. Adamson -	35, Irish Street, Dumfries.
Kells - -	931	5	5 „	R. Johnstone -	New Galloway, Kirkcudbrightshire.
Kelton - -	3,692	7	11 Mar.	J. Dunn -	Castle Douglas.
Kirkbean - -	714	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,477	9	8 Mar.	S. Cavan -	Kirkcudbright.
Kirkgunzeon - -	539	5	22 „	J. Little -	Dalbeattie.
Kirkmabreck - -	1,599	5	12 Apr.	R. Carson -	Newton Stewart.
Kirkpatrick-Durham -	989	5	29 Mar.	Miss M. Bell -	Kirkpatrick-Durham, Dalbeattie.
Lochrutton - -	534	5	12 Apr.	J. Geddes -	8, English Street, Dumfries.
Minnigaff - -	1,216	5	14 May	R. Carson -	Newton Stewart.
New Abbey - -	866	5	15 Mar.	J. Henderson -	Dumfries.
Parton - -	413	5	1 Apr.	W. Gillespie -	Castle Douglas.
Rerrick - -	1,582	5	27 Mar.	J. Ramsay -	Auchencairn, Castle Douglas.
Terregles - -	478	5	12 Apr.	J. A. Carse -	Terregles, Dumfries.
Tongland - -	845	5	22 Mar.	W. Nicholson -	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer - -	5,887	7	29 „	Walker and Sharpe.	Maxwelltown, Dumfries.
Twynholm - -	694	5	5 Apr.	J. Watson -	Twynholm, Kirkcudbrightshire.
Urr - - -	4,589	7	28 Feb.	J. Little -	Dalbeattie.
[49] LANARK.	1,091,644				
Airdrie (Burgh) -	16,627	9	3 Apr.	G. B. Motherwell	8, East High Street, Airdrie.
Avondale - -	5,069	9	22 May	A. W. Lyon -	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	—	—
Biggar - -	1,902	5	25 Apr.	J. Tweedie, jun.	Janefield, Biggar.
Blantyre - -	11,352	9	8 Mar.	J. Brown -	Kirkland Place, High Blantyre, Glasgow.
Bothwell - -	31,484	9	4 Apr.	R. Kerr -	50, Cadzow Street, Hamilton.
*Cadder - -	8,232	7	4 „	T. McLelland -	49, West Regent Street, Glasgow.

* Lenzie combination. *See* Kirkintilloch (Dumbarton).

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Calderhead - -	4,528	7	10 Apr.	D. Wellwood -	Gilburn Cottage, Shotts Iron Works, Shotts.
Cambuslang - -	15,364	9	10 „	R. Duncan -	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan -	21,142	9	10 „	J. Burgess -	Wishaw.
Carluke - -	8,058	7	26 Mar.	J. Matthews -	National Bank of Scotland, Carluke.
Carmichael - -	593	5	14 Apr.	J. McMath -	Carmichael, Thankerton, Lanarkshire.
*Carmunnock - -	1,355	5	13 Mar.	W. Fleming -	Windlaw, Carmunnock, Glasgow.
Carnwath - -	5,324	7	25 Apr.	T. Smith -	Carnwath, Lanarkshire.
Carstairs - -	1,977	5	5 „	S. J. Somerville	Carstairs, Lanark.
Clarkston - -	10,166	7	7 „	J. Chapman -	16, Bank Street, Airdrie.
Covington and Thankerton.	396	5	12 „	J. T. Shirlay -	Commercial Bank, Lanark.
Crawford - -	630	5	21 Mar.	E. Kerr -	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn -	775	5	19 „	A. Renton -	Crawfordjohn, Abington, Lanarkshire.
Culter - -	420	5	31 „	J. Walker -	The School-house, Culter, Biggar.
Dalserf - -	2,965	5	14 Apr.	W. Templeton -	Torland, Dalserf, Hamilton.
Dalziel -	19,228	9	15 Mar.	W. R. Barbour -	Motherwell.
Dolphinton - -	248	5	29 „	J. Ord Mackenzie	9, Hill Street, Edinburgh.
Douglas - -	2,266	7	12 Apr.	T. Wilson -	Royal Bank of Scotland, Douglas, Lanark.
Dunsyre - -	191	5	29 „	J. Allan -	Kirklands, Dunsyre, Dolphinton.
East Kilbride - -	3,209	7	4 „	W. B. Crawford	104, West Regent Street, Glasgow.
GLASGOW (Burgh) -	565,839	15	25 Mar.	G. W. Alexander, J. Stewart, Deputy Clerk.	129, Bath Street, Glasgow.
Glassford - -	1,317	5	5 Apr.	A. McGhie -	Chapelton, Hamilton.
Govan - -	158,233	15	10 „	J. A. Craigie -	151, Bath Street, Glasgow.
HAMILTON (Burgh) -	17,487	9	25 Mar.	P. Keith -	Hamilton.
Hamilton (Landward)	17,160	9	18 Apr.	R. Kerr -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	4,579	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	2,531	7	31 „	J. F. Shirley -	Lanark.
Larkhall - -	8,845	7	17 Apr.	W. Cunningham	Union Bank of Scotland, Larkhall, Lanarkshire.
Leadhills - -	1,018	5	25 June	G. Menzies -	Tounfoot, Leadhills, Abington, Lanarkshire.
Lesmahagow - -	9,752	7	12 Apr.	I. Lamonby -	Lesmahagow, Lanarkshire.
Libberton - -	486	5	19 „	J. Hodge -	Libberton, Lanarkshire.
Maryhill - -	29,296	9	22 „	W. B. Gemmel -	136, Wellington Street, Glasgow.
New Monkland -	8,222	7	29 Mar.	G. B. Motherwell	8, East High Street, Airdrie.
Old Monkland -	44,616	11	11 Apr.	W. J. Andrew -	Bank Buildings, Coatbridge.
Pettinain - -	259	5	15 „ 1885.	W. Paterson -	Grange, Pettinain, Thankerton, Lanarkshire.
†Rutherglen (including Burgh).	16,178	9	17 Apr. 1873.	A. Macallan -	Rutherglen, Glasgow.
Shettleston - -	12,591	7	6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - -	7,841	7	3 Apr.	J. Hutton -	Commercial Bank of Scotland, Shotts, Lanark.
Springburn (including Barony).	6,958	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
Stonehouse - -	3,400	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.

* Busby Combination, J. Carsewell, Victoria Crescent, Clarkston, Busby.
† Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Symington	432	5	19 Apr.	T. Hamilton	Symington, Biggar.
Walston	301	5	29 „	W. Baillie	Craw Craigs, Biggar.
Wandell and Lamington	305	5	28 Mar.	D. S. Melville	Schoolhouse, Lamington, Lanarkshire
Wiston and Roberton	497	5	26 „	A. Smith	Hartside, Lamington, Lanarkshire.
[14.] LINLITHGOW.	53,532				
Abercorn	863	5	5 June	R. Amos	Philipstoun, Linlithgowshire.
BATHGATE (Town)	5,331	7	12 Apr.	J. Gardner	Bathgate.
Bathgate (Landward)	6,028	7	1 „	T. Dodds	Bathgate.
Borrowstounness	6,399	7	18 Mar.	R. J. Jamieson	Town Clerk's Office, Bo'ness Linlithgowshire.
Carriden	2,453	5	5 Apr.	J. C. Liddle	Bo'ness.
Dalmeny (including Burgh of Queensferry).	2,880	7	22 Mar.	J. Gillespie	Queensferry.
Ecclesmachan	506	5	20 „	G. D. Shepherd	The Manse, Ecclesmachan, Linlithgow.
Kirkliston	3,777	7	6 June	T. Scott	Priest Mill, Kirkliston, Linlithgowshire.
LINLITHGOW (Burgh)	4,155	7	12 Apr.	A. Turnbull	Hillside, Linlithgow.
Linlithgow (Landward)	3,365	7	18 „	J. Russell	Linlithgow.
Livingstone	1,616	5	4 „	L. Gilbertson	30, Hopetoun Street, Bathgate.
Queensferry (Burgh), united to Dalmeny.	—	—	—	——	——
Torphichen	1,724	5	15 Apr.	J. Gardner	36, Jarney Street, Bathgate.
Uphall	8,653	7	29 Mar.	T. Hislop	Broxburn, Edinburgh.
Whitburn	5,782	7	22 „	D. J. Mitchell	Parochial Board Office, Whitburn, Linlithgowshire.
[5.] NAIRN.	8,516				
Ardclach	942	5	16 Apr.	W. Murdoch	12, High Street, Nairn.
Auldearn	1,315	5	7 May	A. J. Mackintosh	Auldearn, Nairn.
Cawdor	1,009	5	2 Apr.	J. Mill	Caledonian Bank, Nairn.
NAIRN (Burgh)	4,014	7	29 Mar.	H. T. Donaldson	Nairn.
Nairn (Landward)	1,236	5	15 Apr.	W. Malcolm	87, High Street, Nairn.
[19.] ORKNEY.	30,453				
*Cross and Burness (including North Ronaldshay).	1,585	7	10 Oct.†	W. Muir (*Clerk to the combined Board*).	Templehall, Sanday, Orkney.
Evie and Rendall	1,233	5	9 Apr.	J. Sinclair (int.)	Upper Quoys, Evie, Orkney.
Firth and Stennis	1,325	5	21 Mar.	W. Sinclair	Finstown, Orkney.
Harray and Birsay	2,396	7	19 „	T. Brown	Hundland, Birsay, Orkney.
Holm	950	5	8 Apr.	J. Sinclair	Holm, Orkney.
Hoy and Graemsay	537	5	22 „	G. Ritch	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh)	3,926	7	7 Mar.	W. Cowper	Kirkwall.
Kirkwall (Landward) and St. Ola.	829	5	28 „	W. Cowper	Kirkwall.
*Lady	845	5	21 „	W. Muir	Templehall, Sanday, Kirkwall.

* School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for all school purposes under the Act.

† Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1873.		
North Ronaldshay (part of Cross and Burness).	—	—	—	—	—
Orphir	1,001	5	7 Apr.	J. Mackay	Orphir, Kirkwall.
Rousay and Egilshay	988	5	8 „	J. G. Craigie	Wasbister, Rousay, Orkney.
St. Andrews and Deerness	1,607	5	16 „	W. P. Drever	Kirkwall.
Sandwick	972	5	19 Mar.	W. Smith	Newark, Sandwick, Stromness, Orkney.
Shapinsay	903	5	18 Feb.	W. Robertson	Balfour, Kirkwall.
South Ronaldshay and Burray.	3,059	7	11 Apr.	W. B. Struthers	St. Margaret's Hope, R.S.O., Kirkwall.
Stromness	2,333	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
Stronsay and Eday	2,014	7	19 „	R. Miller	Stronsay, Kirkwall.
Walls and Flotta	1,505	7	25 „	R. Malcolmson	Longhope, Kirkwall.
Westray and Papa Westray.	2,445	5	28 „	J. Logie	Pierowall, Westray, Kirkwall.
[14.] PEEBLES.	14,722				
Drumelzier	187	5	19 Apr.	J. Scott	Drumelzier, Biggar.
Eddleston	571	5	29 Mar.	C. Gillespie	Eddleston, Peeblesshire.
Innerleithen	4,133	7	29 „	J. S. Smail	Innerleithen, Peeblesshire.
Kilbucho, Broughton, and Glenholm.	676	5	22 Apr.	A. Henderson	Broughton, Peeblesshire.
Kirkurd	265	5	14 May	J. Runciman	Kirkurd, Dolphinton, Peeblesshire.
Lyne and Megget	104	5	9 Apr.	D. McPherson	Bank of Scotland, Peebles.
Manor	249	5	29 Mar.	D. McPherson	Bank of Scotland, Peebles.
Newlands	715	5	3 May	T. W. Dickson	Peebles.
Peebles (including Burgh).	5,261	7	19 Apr.	T. W. Dickson	Peebles.
Skirling	216	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo	433	5	14 Mar.	A. Jervis	The Schoolhouse, Stobo, Peeblesshire.
Traquair	700	5	22 „	T. Young	Bank of Scotland, Innerleithen, Peeblesshire.
Tweedsmuir	207	5	1 Apr.	J. Yellowlees	Tweedsmuir, Broughton.
West Linton	1,005	5	3 May	Rev. W. W. Aitken	Carlops, Penicuick.
[80.] PERTH.	123,008				
Aberdalgie	280	5	3 Apr.	A. Cairns	75, George Street, Perth.
Aberfoyle	943	5	15 „	T. Forbes	Craiguchty, Aberfoyle, Stirling.
Abernethy	1,550	5	19 Mar.	J. Bennett	Abernethy, Newburgh, Fife.
Abernyte	263	5	15 Apr.	Rev. W. L. Milroy.	Abernyte Manse, Inchture, Perthshire.
Alyth (including Town)	3,324	7	28 „	J. Reid	Alyth, Perthshire.
Amulree	390	5	27 Mar.	J. Mactavish	Braehead, Amulree, Dunkeld.
Ardoch	959	5	7 Apr.	W. Thomson	Bank of Scotland, Callander.
Arngask	564	5	17 „	J. Melville	Arngask, Damhead, Kinross.
Auchterarder (including Town).	3,494	7	10 „	A. G. Reid	Auchterarder.
Auchtergaven	2,081	5	5 „	P. Brough	Bankfoot, Perth.
Balquhidder	612	5	24 „	W. Thomson	Bank of Scotland, Callander.
Bendochy	529	5	29 Mar.	J. B. Miller	Blairgowrie.
Blackford	1,522	5	5 Apr.	A. G. Reid	Auchterarder.
Blair Athol	1,597	5	9 „	J. Stewart	Union Bank, Blair Athol.
Blairgowrie (including Town).	4,510	7	15 Mar.	R. Robertson	Blairgowrie.
Blairingone	413	5	12 Apr.	A. Grassie	The Thorn, Dollar, Clackmannanshire.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Callander	2,012	5	25 Mar.	W. Thomson	Callander, Perthshire.
Caputh (part of)	1,179	5	10 Apr.	R. Miller	Spittalfield, Dunkeld.
Cargill	1,318	5	25 Mar.	A. Hopkirk	Woodside, Coupar Angus.
Clunie	574	5	28 Apr.	J. Young	Clunie, Blairgowrie.
Collace	419	5	24 Mar.	A. Ritchie	Whitefield, Guildtown, Perth.
Comrie	1,591	5	16 Apr.	P. Brough	Comrie, Crieff.
Coupar Angus	2,496	7	29 Mar.	T. Saunders	Calton Street, Coupar Angus.
Crieff (including Town)	5,285	7	1 May	M. Finlayson	Crieff.
Dron	298	5	15 Mar.	Mackenzie and Dickson.	Solicitors, Perth.
Dull	2,316	5	14 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Dunbarney	829	5	22 Mar.	J. Deas, jun.	Bridge of Earn.
Dunblane	3,220	7	21 „	W. Thomson	Bank of Scotland, Callander.
Dunkeld and Dowally (School district comprising Dunkeld and Dowally and part of Caputh).*	1,074	5	7 Apr.	R. McGillewie	Dunkeld.
Dunning	1,345	5	26 Mar.	W. Henderson, junr.	Dunning, Perth.
Errol	2,158	7	6 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.
Findo Gask	361	5	12 Apr.	H. Robertson	Findo Gask, Auchterarder.
Forgandenny	575	5	29 Mar.	C. Lumsden	Muckersie, Forgandenny, Bridge of Earn.
Forteviot	538	5	5 Apr.	G. Mackie	Invermay, Bridge of Earn, Perth.
Fortingall	476	5	27 Mar.	P. Haggart	Keltneyburn, Fortingall, Aberfeldy.
Fowlis Wester	968	5	18 Mar.	M. Finlayson	Crieff.
Gartmore	816	5	5 Apr.	D. Mackenzie	Gartmore, Stirling.
Glendevon	141	5	26 „	W. N. Russell	The Schoolhouse, Glendevon Dollar, Clackmannanshire.
Inchture	624	5	8 Mar.	D. J. Tweedie	Reform Street, Dundee.
Innerwick (Glenlyon)	297	5	14 „	P. Gorrie	Bridge of Balgie, Glenlyon, Aberfeldy.
Kenmore	1,394	5	17 Apr.	J. Christie	Kenmore, Aberfeldy.
Killin	2,402	5	16 „	R. A. Robertson	Bank of Scotland, Killin, Stirling.
Kilmadock	2,760	7	28 Mar.	J. A. McLean	Doune, Perthshire.
Kilspindie	630	5	17 „	Mackenzie and Dickson.	Perth.
Kincardine	1,277	5	12 Apr.	A. Sands	Thornhill, Stirling.
Kinclaven	613	5	8 „	Rev. H. K. Reckie	Kinclaven Manse, Stanley, Perthshire.
Kinfauns	562	5	5 Mar.	Mackenzie and Dickson.	Perth.
Kinloch Rannoch	837	5	28 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Kinnaird	228	5	19 Mar.	Mackenzie and Dickson.	Perth.
Kinnoull	328	5	29 „	J. Moir	22, St. John's Street, Perth.
Kirkmichael	697	5	26 Apr.	J. Mackenzie	Kirkmichael, Blairgowrie.
Lecropt	273	5	24 Mar.	J. Wilson	Lecropt, Bridge of Allan.
Lethendy and Kinloch	343	5	19 Apr.	J. Arnott	Kinloch, Blairgowrie.
Little Dunkeld	1,914	5	20 Mar.	J. A. Harris	Inchewan, Birnam, Perthshire.
Logierait	1,773	5	5 May	J. McIntosh	Logierait, Ballinluig.
Longforgan	1,779	5	26 Mar.	T. C. Boyd	104, Commercial Street, Dundee.
Madderty	483	5	26 „	M. Finlayson	Crieff.
Meigle	924	5	5 Apr.	J. A. Webster	Commercial Bank of Scotland, Meigle.

* Date of first election for School District, 12th July 1890.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Methven	1,747	5	4 Mar.	P. Paton	Methven, Perth.
Moneydie	251	5	17 „	Rev. A. Milroy, D.D.	The Manse, Moneydie, Perth.
Monzie	501	5	3 Apr.	J. Stalker	SchoolhouseLogiealmond,Perth
Monzievaird & Strowan	568	5	5 „	A. Hill	Monzievaird, Crieff.
Moulin	2,203	5	26 „	J. Mitchell	Pitlochry.
Muckart	539	5	29 Mar.	H. Sinclair	Muckart, Dollar, Clackmannanshire.
Muthill	1,612	5	5 Apr.	P. Edington	Thornhill, Muthill, Perthshire.
Persie	596	5	5 „	J. B. Miller	Blairgowrie.
PERTH (Burgh)	29,919	9	5 „	P. Martin	Tay Street, Perth.
Perth, East Parish (Landward).	277	5	21 May	J. M. Gloag	British Linen Bank House, Perth.
Port of Monteith	665	5	5 Apr.	W. McMichael	Port of Monteith, Stirling.
Rattray	2,667	7	12 „	J. B. Miller	Blairgowrie.
Redgorton	1,369	5	5 „	J. Watson	Park House, Feus Stanley, Perthshire.
Rhynd	270	5	29 Mar.	A. Cairns	British Linen Bank House, Perth.
St. Madoes	420	5	10 „	W. Goodall	Union Bank of Scotland, Errol Perthshire.
St. Martins	871	5	5 Apr.	J. Scrimgeour	St. Martins, Perth.
Scone	2,100	5	5 „	J. Mackay	Rose Crescent, Perth.
Tenandry	389	5	29 „	J. Marshall	Tenandry, Perth.
Tibbermore	1,692	5	15 „	R. Jack	Tibbermore, Perth.
Trinity Gask	386	5	23 „	M. Finlayson	Crieff.
Trossachs	371	5	29 Mar.	W. McMichael	Callander, Perthshire.
Weem	437	5	24 Apr.	A. T. Ross	Schoolhouse, Weem, Aberfeldy.
[23.] RENFREW	246,146				
Abbey, Paisley (Landward).	14,958	9	9 May	J. B. Stirling	28, High Street, Johnstone.
*Cathcart	16,509	9	12 Apr.	W. B. Crawford	104, West Regent Street, Glasgow.
Eaglesham	1,207	5	25 Mar.	W. Browning	Eaglesham, Glasgow.
Eastwood	15,887	9	28 Feb.	R. Guy	41, King Street, Pollokshaws, Glasgow.
Erskine	1,691	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
Gourock	5,521	7	20 „	M. F. Dunlop	2, Church Place, Greenock.
GREENOCK (Burgh)	61,268	11	5 Apr.	G. Williamson	Municipal Buildings, Wallace Place, Greenock.
Greenock, East Parish (Landward), (including Port Glasgow, Landward).	1,783	5	9 May	G. Murray	2, Church Place, Greenock.
Greenock, West Parish (Landward).	318	5	8 „	W. McClure, junr.	Mansion House, Greenock.
Houston and Killallan	1,946	5	22 Mar.	J. Y. King	213, West George Street, Glasgow.
Inchinnan	567	5	12 Apr.	W. J. Easton	150, Regent Street, Glasgow.
Inverkip	885	5	31 Mar.	M. F. Dunlop	2, Church Place, Greenock.
Kilbarchan	7,111	7	5 Apr.	J. McN. Porteous.	Kilbarchan, Johnstone.
Kilmalcolm	3,649	7	5 „	W. Forgie	Royal Bank, Kilmalcolm.
Levern	2,772	5	29 Mar.	J. Niven	Hurlet, Glasgow.
Lochwinnoch	3,477	7	26 Apr.	W. Logan	Lochwinnoch, Renfrewshire.
*Mearns	3,426	7	24 Mar.	J. Wright	Mearns, Glasgow.

* Busby Combination. *See* Carmunnock (Lanark).

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
Neilston - -	11,374	9	3 May	J. Watson -	Bank of Scotland, Barrhead Glasgow.
PAISLEY (Burgh) -	66,425	11	23 Apr.	T. Mac Robert, junior, and W. Hutchison.	County Buildings, Paisley.
PORT GLASGOW (Burgh)	14,685	9	25 Mar.	J. Hood -	Clydesdale Bank Buildings Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	——	——
RENFREW (Burgh) -	6,062	7	12 Apr.	W. Miller -	61, Hairst Street, Renfrew, Paisley.
Renfrew (Landward) -	3,245	5	10 May	J. R. Parker -	70, Fulbar St., Renfrew, Paisley.
Skelmorlie - -	1,380	5	28 Mar.	J. Fleck -	Largs.
[35.] ROSS AND CROMARTY.	78,727				
Alness - - -	1,039	5	24 Mar.	F. W. Macdonald	Teaninich, Alness, Ross-shire.
Applecross - -	1,786	5	13 May	J. Grant -	Shieldaig, Applecross, Lochcarron, Ross-shire.
Avoch - - -	1,817	5	7 „	R. J. Gillanders	Fortrose.
Barvas - - -	6,494	7	26 Mar.	J. Ross -	Stornoway.
Carnoch - -	249	5	26 Apr.	W. Mackenzie -	Dingwall.
Contin - - -	592	5	15 Mar.	G. McLennan -	Achnasoul, Muir of Ord.
Cromarty (including Burgh).	2,007	5	12 „	A. H. Mackenzie	Cromarty.
Dingwall (including Burgh).	2,576	7	9 Apr.	J. McLennan -	Dingwall.
Edderton - -	642	5	15 Sept.*	J. Stephen -	Glenmorangie, Tain.
Fearn - - -	1,900	5	25 Mar.	A. Wallace -	Tullich, Fearn, Ross-shire.
Fodderty - -	1,897	5	3 Apr.	C. Fraser -	Westpark Cottage, Strathpeffer, Dingwall.
Fortrose (included in Rosemarkie).	—	—	—	——	——
Gairloch - -	4,181	9	20 Mar.	J. Mackintosh -	Poolewe, Ross-shire.
Glenshiel - -	394	5	5 May	J. Nicolson -	Fernfield, Stromeferry.
Killearnan - -	951	5	19 Apr.	G. Maclennan -	Achnasoul, Muir of Ord.
Kilmuir Easter -	1,024	5	27 Mar.	W. L. Stuart -	Manse, Kilmuir Easter, Parkhill, Ross-shire.
Kiltearn - -	1,301	5	11 Apr.	G.S.M.Mackintosh	Evanton.
Kincardine - -	1,417	7	8 „	J. M. Ross -	Ardgay.
Kinloch-luichart -	630	5	8 „	G. Maclennan -	Achnasoul, Muir of Ord.
Kintail - -	588	5	14 „	J. Nicolson -	Fernfield, Stromeferry.
Knockbain - -	1,667	5	2 „	D. Stuart -	Balnakyle, Munlochy, Inverness.
Lochalsh - -	1,868	5	12 „	C. Falconer -	Balmacara, Lochalsh.
Lochbroom - -	3,910	9	22 „	K. Cameron -	Ullapool, Ross-shire.
Lochcarron - -	1,642	5	15 „	T. Ritson -	Caledonian Bank, Lochcarron Ross-shire.
Lochs - -	4,676	7	28 Mar.	J. Ross -	Stornoway.
Logie Easter - -	870	5	14 Apr.	A. Wills -	Invergordon, Ross-shire.
Nigg - - -	930	5	12 „	J. Ross -	Stafford Street, Tain.

* Date of nomination by Board of Education. Election, which took place on 21st March, declared void by Sheriff.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ROSS AND CROMARTY—*cont.*			1873.		
Resolis - -	1,339	5	14 Mar.	E. Scott -	Cullicudden, Conon Bridge, Ross-shire.
Rosemarkie (including Fortrose).	1,343	5	7 Apr.	J. Henderson -	Fortrose, Inverness.
Rosskeen - -	3,480	7	26 Mar.	A. Wills -	Invergordon, Ross-shire.
Stornoway (including Town).	11,799	7	3 Apr.	J. Ross -	Stornoway.
Tain (including Burgh)	2,818	7	10 Apr.	J. McDonald -	19, Castle Brae, Tain.
Tarbat - -	1,703	5	20 May	J. Ross -	Meikle Tarrel, Fearn.
Uig - - -	4,621	7	31 Mar.	J. Ross -	Stornoway.
Urquhart and Logie Wester.	2,328	7	13 „	A. MacDonald -	Conon Bridge, Ross-shire.
Urray - - -	2,248	5	26 Apr.	D. Maclean -	Fairburn Muir, Muir of Ord.
[33.] ROXBURGH.	53,186				
Ancrum - -	1,241	5	5 Apr.	A. G. Catto -	Myrescroft, Ancrum, Jedburgh.
Bedrule - -	246	5	22 Mar.	Rev. I. Stevenson	The Manse, Bedrule, Jedburgh.
Bowden - -	694	5	20 „	R. Dunn -	Melrose.
Castleton - -	2,023	5	15 Apr.	A. Thomson -	Bank, New Castleton.
Cavers (including Kirkton).	1,531	7	1876. 22 Apr.	W. Haddon -	Hawick.
			1873.		
Crailing - -	600	5	7 Apr.	G. Fargie -	Kelso.
Eckford -	757	5	24 Mar.	A. W. Main -	Kelso.
Edgerston - -	289	5	11 Apr.	J. C. Stevenson	County Buildings, Jedburgh.
Ednam - -	581	5	22 Mar.	D. Pringle -	Ednam, Kelso.
HAWICK (Burgh) -	19,204	9	8 Apr.	J. Oliver -	Hawick.
Hawick (Landward) -	414	5	10 „	G. Grier -	Bridge House, Hawick.
Hobkirk - -	631	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Hawick.
Hownam - -	223	5	22 Mar.	J. Cuthbert -	Hownam, Kelso.
JEDBURGH (Burgh) -	3,397	7	27 „	J. McDougall -	Exchange Buildings, Jedburgh.
Jedburgh (Landward)	1,188	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso - - -	4,730	7	15 Mar.	W. Robson -	Kelso.
Kirkton (united to Cavers, § 17).	—	—	—	—	—
Lilliesleaf - -	649	5	12 Apr.	W. Haddon -	Hawick.
Linton - -	468	5	5 „	J. Cook -	The Schoolhouse, Linton, Kelso.
Makerstoun - -	401	5	17 „	J. Porteous -	Coldstream.
Maxton - -	473	5	3 „	T. Laurie -	St. Boswells, Roxburghshire.
Melrose - -	4,882	7	12 „	J. C. Monro -	Melrose.
Minto - - -	430	5	19 „	T. Ainslie -	1, Linden Terrace, Hawick.
Morebattle - -	846	5	22 Mar.	H. Peattie -	Broomlands, Kelso.
Oxnam - -	684	5	9 Apr.	J. D. Little -	Oxnam, Jedburgh.
Roberton - -	455	5	28 Mar.	J. Carmichael -	Oliver Place, Hawick.
Roxburgh - -	954	5	11 „	A. W. Main -	Kelso.
St. Boswells - -	962	5	22 „	T. Lawrie -	St. Boswells, Roxburghshire.
Smailholm - -	340	5	27 „	J. Brown -	Smailholm, Kelso.
Southdean - -	612	5	3 May	R. Cunningham	Southdean, Hawick.
Sprouston - -	1,006	5	18 Mar.	H. Peattie -	10, Wood Market, Kelso.
Teviothead - -	453	5	22 Apr.	R. Purdom -	Hawick.
Wilton - -	938	5	17 „	J. Shiel -	2, Laing Terrace, Wilton, Hawick.
Yetholm - - -	884	5	5 „	A. Stewart -	15*a*, Castle Street, Edinburgh.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[9.] SELKIRK.	27,700		1873.		
Ashkirk	479	5	15 Sept.*	A. Waldie	Ashkirk, Hawick.
Caddonfoot	723	5	30 Apr.	J. Pollok	Selkirk.
Ettrick	414	5	10 May	A. MacLaren	School House, Ettrick.
Galashiels (Burgh)	17,252	9	22 Mar.	A. D. Robson	Galashiels.
Galashiels (Landward)	533	5	29 „	W. Little	Galashiels.
Kirkhope	500	5	15 Apr.	J. Macaulay	Selkirk.
Selkirk (Burgh)	5,662	7	22 Mar.	C. Alexander	Selkirk.
Selkirk (Landward)	1,576	5	2 Apr.	J. Macaulay	Selkirk.
Yarrow	561	5	10 „	C. Alexander	Selkirk.
[12.] SHETLAND.	28,711				
Bressay	802	5	22 Apr.	R. D. Ganson	Lerwick.
Delting	1,512	5	15 „	R. Robertson	Westerscord, Voe, Lerwick.
Dunrossness	3,752	7	28 Mar.	C. G. D. Irvine	Sumburgh, Shetland.
Fetlar	363	7	1 May	J. Hughson	Hubie, Fetlar, Shetland.
Lerwick	5,757	9	15 Apr.	R. D. Ganson	Lerwick.
Nesting, Lunnasting, Whalsay, and Skerries.	2,589	7	23 Apr.	J. Irvine	Symbister, Whalsay, Lerwick.
Northmavine	2,197	7	26 Mar.	A. Harrison	Swarthoull, Northmavine, Lerwick.
Sandsting and Aithsting	2,562	7	18 Apr.	P. Thomson	Garderhouse, Sandsting, Lerwick
Tingwall, Whiteness, and Weisdale.	2,329	7	9 May	R. Inkster	Scalloway, Lerwick.
Unst	2,280	7	9 „	T. J. Sandison	Uyasound, Unst.
Walls, Sandness, Papa, and Foula.	2,057	7	9 „	J. R. Laurenson	Bayhall, Walls, Lerwick.
Yell	2,511	7	6 May	J. N. Barclay	Mid Yell, Lerwick.
[26.] STIRLING.	117,530				
Airth	1,325	5	21 Apr.	B. Watson	Falkirk.
Baldernock	553	5	5 „	J. Gibson	Baldernock, Torrance, Glasgow.
Balfron	1,203	5	8 Mar.	J. Henry	Balfron, Glasgow.
Bothkennar	2,025	5	9 Apr.	W. M. Anderson	Grangemouth.
Buchanan	658	5	20 „	W. W. Murray	Catter House, Drymen, Glasgow.
Campsie	5,338	7	10 „	J. Robertson	Lennoxtoun, Glasgow.
Denny	6,373	7	7 „	A. Stark	Denny.
Drymen	1,099	5	22 Mar.	R. Houston	Royal Bank, Drymen.
Dunipace	1,716	5	3 May	A. Stark	Dunipace, Denny.
Falkirk (Burgh)	16,620	9	29 Mar.	T. Gibson	Falkirk.
Falkirk (Landward)	9,540	7	12 Apr.	B. Watson	Falkirk.
Fintry	357	5	19 Mar.	J. Henry	Balfron, Glasgow.
Gargunnock	674	5	18 „	J. Paterson	Gargunnock, Stirling.
Grangemouth (School District, § 17, parts of Falkirk, Bothkennar, and Polmont).	6,354	7	21 June	R. Stirling	Grangemouth.
Killearn	1,182	5	29 Mar.	J Henry	Balfron. Glasgow.
Kilsyth (Town)	6,131	7	7 Apr.	D. Stark	Howe Road, Kilsyth, Glasgow.
Kilsyth (Landward)	1,293	5	2 May	R. M. Lennox	Kilsyth, Glasgow.
Kippen	1,486	5	29 Mar.	A. Cross	Claymires, Port of Monteith Station, Stirling.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 24th March.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*			1873.		
Larbert	8,340	7	19 Apr.	R. Taylor	46, Barnton Place, Stirling.
Logie	4,252	7	15 Mar.	R. A. Hill	Bridge of Allan.
Muiravonside	3,671	7	29 „	T. Wilson	Maddiston, Linlithgow.
Polmont	4,707	7	26 „	A. Allan	The Cross, Falkirk.
St. Ninian's	6,663	7	29 „	Philp & Dobbie	3, Port Street, Stirling.
Slamannan	7,221	7	10 „	A. Allan	The Cross, Falkirk.
*STIRLING (Burgh)	17,078	9	8 „	J. Brown	10, Barnton Street, Stirling.
Strathblane	1,671	5	25 Apr.	J. Henry	Balfron, Glasgow.
[13.] SUTHERLAND.	21,896				
Assynt	2,551	7	5 May	J. Gordon	Lochinver, Lairg.
Clyne	1,713	5	21 Mar.	G. Adams	Brora, Sutherlandshire.
Creich	2,013	7	1 May	D. Shaw	Caledonian Bank, Bonar Village, Sutherland.
Dornoch (including Burgh).	2,331	7	17 Apr.	I. Mackintosh	Dornoch, Sutherlandshire.
Durness	960	5	13 May	R. Swanson	Sangomore, Durness, Scourie, Lairg.
Eddrachillis	1,409	5	8 „	J. Simpson	Scourie, Lairg.
Farr	2,750	7	25 Apr.	Rev. W. Calder	The Manse, Strathy, Thurso.
Golspie	1,451	5	20 Mar.	D. Peters	County Buildings, Dornoch.
Kildonan	1,828	5	31 „	J. J. Hill	Helmsdale, Sutherlandshire.
Lairg	1,169	5	27 „	A. Gray	Culmallie, Lairg.
Loth	528	5	29 „	J. J. Hill	Helmsdale, Sutherlandshire.
Rogart	1,268	5	25 June	A. H. Macaulay	Solicitor, Golspie.
Tongue	1,925	5	28 Apr.	G. M. Murray	Braetongue, Tongue, Lairg.
[18.] WIGTOWN.	35,880				
Glasserton	1,154	5	15 May	R. C. Lawrie	Whithorn, Wigtownshire.
Inch	2,161	7	29 Mar.	J. Wither	Lochryan Place, Stranraer.
Kirkcolm	1,518	5	27 „	D. Wallace	Kirkcolm, Stranraer.
Kirkcowan	1,263	5	20 May	J. Millar	Kirkcowan, Wigtownshire.
Kirkinner	1,455	5	31 „	J. Christison	Barglass, Kirkinner, Wigtownshire.
Kirkmaiden	2,192	7	5 Apr.	J. Ferguson	Bank Buildings, Drummore, Wigtownshire.
Leswalt	1,170	5	3 May	A. Aitken	Stranraer.
Mochrum	2,166	5	28 „	P. Galloway	Port William, Wigtownshire.
New Luce	588	5	27 Mar.	R. McJannet	Mains of Lairg, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce	2,517	7	27 „	G. Templeton	Glenluce, Wigtownshire.
Penninghame	3,411	7	4 Apr.	R. Carson	Newton Stewart.
Portpatrick	1,136	5	22 Mar.	J. Taylor	The Schoolhouse, Portpatrick, Wigtownshire.
Sheuchan	205	5	7 June	J. M. Adair	North Strand Street, Stranraer.
Sorbie	1,563	5	21 May	J. Fingland	Garlieston, Wigtownshire.
Stoneykirk	2,703	7	4 Mar.	J. McCaig	Mye, Stranraer.
STRANRAER (Burgh)	6,193	7	25 „	J. S. Carnochan	Prince's Street, Stranraer.
Whithorn	2,574	7	20 May	A. MacVea	Whithorn, Wigtownshire.
Wigtown	1,911	5	19 „	J. Clark	Wigtown.

* Including Stirling (Landward), now abolished as a separate school district.

INDEX.

Parish or Burgh.	County.
Abbey, Paisley (Landward).	Renfrew.
Abbey St. Bathan's	Berwick.
Abbotshall	Fife.
See Kirkcaldy.	
Abdie	"
Abercorn	Linlithgow.
Aberdalgie	Perth.
Aberdeen (Burgh)	Aberdeen.
Aberdour	"
Aberdour	Fife.
Aberfoyle	Perth.
Aberlady	Haddington.
Aberlemno	Forfar.
Aberlour	Banff.
Abernethy	Perth.
Abernethy and Kincardine.	Inverness.
Abernyte	Perth.
Abertarff	Inverness.
See Boleskine and Abertarff.	
Aboyne and Glentanner.	Aberdeen.
Acharacle	Argyll.
Airdrie (Burgh)	Lanark.
Airlie	Forfar.
Airth	Stirling.
Aithsting	Shetland.
See Sandsting and Aithsting.	
Alford	Aberdeen.
Alloa (Town)	Clackmannan.
Alloa (Landward)	"
Alloway	Ayr.
Alness	Ross.
Alva	Clackmannan.
Alvah	Banff.
Alves	Elgin.
Alvie	Inverness.
Alyth	Perth.
Amulree	"
Ancrum	Roxburgh.
Annan	Dumfries.
Anstruther, Easter	Fife.
Anstruther, Wester	"
Anwoth	Kirkcudbright.
Applecross	Ross.
Applegarth and Sibbaldie.	Dumfries.
Appin	Argyll.
See Lismore and Appin.	
Arbirlot	Forfar.
Arbroath (Burgh)	"
Arbroath (Landward).	"
See St. Vigean's.	
Arbuthnott	Kincardine.
Ardallie	Aberdeen.
Ardchattan and Muckairn.	Argyll.
Ardclach	Nairn.
Ardersier	Inverness.
Ardnamurchan	Argyll.
Ardoch	Perth.
Ardrossan	Ayr.
Arngask	Perth.
Arrochar	Dumbarton.
Ashkirk	Selkirk.
Assynt	Sutherland.
Athelstaneford	Haddington.
Auchindoir and Kearn.	Aberdeen.
Auchinleck	Ayr.
Auchterarder	Perth.
Auchterderran	Fife.
Auchtergaven	Perth.
Auchterhouse	Forfar.
Auchterless	Aberdeen.
Auchtermuchty	Fife.
Auchtertool	"
Auldearn	Nairn.
Avoch	Ross.
Avondale	Lanark.
Ayr (Burgh)	Ayr.
Ayr (Landward)	"
Ayton	Berwick.
Baldernock	Stirling.
Balfron	"
Ballantrae	Ayr.
Ballingry	Fife.
Balmaclellan	Kirkcudbright.
Balmaghie	"
Balmerino	Fife.
Balquhidder	Perth.
Banchory-Devenick	Kincardine.
Banchory-Ternan	"
Banff (Burgh)	Banff.
Banff (Landward)	"
Bargrennan	Kirkcudbright.
Barony	Lanark.
See Springburn.	
Barr	Ayr.
Barra	Inverness.
Barry	Forfar
Barvas	Ross.
Bathgate (Town)	Linlithgow.
Bathgate (Landward).	"
Beath	Fife.
Bedrule	Roxburgh.
Beith	Ayr.
Belhelvie	Aberdeen.
Bellie	Elgin.
Bendochy	Perth.
Benholm	Kincardine.
Benvie	Forfar.
See Liff, &c.	
Bervie	Kincardine.
Biggar	Lanark.
Birnie	Elgin.
Birsay	Orkney.
See Harray and Birsay.	
Birse	Aberdeen.
Blackford	Perth.
Blair Athol	"
Blairgowrie	"
Blairingone	"
Blantyre	Lanark.
Boharm	Banff.
Boleskine and Abertarff.	Inverness.
Bolton	Haddington.
Bonhill	Dumbarton.
Borgue	Kirkcudbright.
Borrowstounness	Linlithgow.
Borthwick	Edinburgh.
Bothkennar	Stirling.
Bothwell	Lanark.
Botriphnie	Banff.
Bourtie	Aberdeen.
Bowden	Roxburgh.
Bower	Caithness.
Boyndie	Banff.
Bracadale	Inverness.
Braemar	Aberdeen.
See Crathie and Braemar.	
Brechin (Burgh)	Forfar.
Brechin (Landward)	"
Bressay	Shetland.
Broughton	Peebles.
See Kilbucho, Broughton, and Glenholm.	
Broughty Ferry (Town).	Forfar.
Brydekirk	Dumfries.
Buchanan	Stirling.
Buckie	Banff.
See Rathven.	
Buittle	Kirkcudbright.
Bunkle and Preston	Berwick.
Burness	Orkney.
See Cross and Burness.	
Burntisland (Burgh)	Fife.
Burntisland (Landward).	"
Burray	Orkney.
See South Ronaldshay and Burray.	
Cabrach	Banff.
Cadder	Lanark.
Caddonfoot	Selkirk.
Caerlaverock	Dumfries.
Cairney	Aberdeen.
Calderhead	Lanark.
Callander	Perth.
Cambuslang	Lanark.
Cambusnethan	"
Cameron	Fife.
Campbeltown (Burgh)	Argyll.
Campbeltown (Landward).	"
Campsie	Stirling.
Canisbay	Caithness.
Canonbie	Dumfries.
Caputh	Perth.
Cardross	Dumbarton.
Careston	Forfar.
Cargill	Perth.
Carluke	Lanark.
Carmichael	"
Carmunnock	"
Carmyllie	Forfar.
Carnbee	Fife.
Carnoch	Ross.
Carnock	Fife.
Carnwath	Lanark.
Carriden	Linlithgow.
Carrington	Edinburgh.
Carsphairn	Kirkcudbright.
Carstairs	Lanark.
Castleton	Roxburgh.
Cathcart	Renfrew.
Catterline	Kincardine.
See Kinneff and Catterline.	
Cavers and Kirkton	Roxburgh.
Cawdor	Nairn.
Ceres	Fife.
Channelkirk	Berwick.
Chapel of Garioch	Aberdeen.
Chirnside	Berwick.
Clackmannan	Clackmannan.
Clarkston	Lanark.
Clatt	Aberdeen.
Cleish	Kinross.
Closeburn	Dumfries.
Clova	Forfar.
See Cortachy and Clova.	
Clunie	Perth.
Cluny	Aberdeen.

Parish or Burgh.	County.
Clyne	Sutherland.
Cockburnspath	Berwick.
Cockpen	Edinburgh.
Coldingham	Berwick.
Coldstream	„
Colinton	Edinburgh.
Coll	Argyll.
Collace	Perth.
Collessie	Fife.
Colmonell	Ayr.
Colonsay and Oronsay.	Argyll.
Colvend and Southwick.	Kirkcudbright.
Comrie	Perth.
Contin	Ross.
Corrie	Dumfries.
See Hutton and Corrie.	
Corsock	Kirkcudbright.
Corstorphine	Edinburgh.
Cortachy and Clova	Forfar.
Coull	Aberdeen.
Coupar Angus	Perth.
Covington and Thankerton.	Lanark.
Coylton	Ayr.
Craig	Forfar.
Craigie	Ayr.
Craignish	Argyll.
Crail	Fife.
Crailing	Roxburgh.
Cramond	Edinburgh.
Cranshaws	Berwick.
Cranston	Edinburgh.
Crathie and Braemar	Aberdeen.
Crawford	Lanark.
Crawfordjohn	„
Creich	Fife.
Creich	Sutherland.
Crichton	Edinburgh.
Crieff	Perth.
Crimond	Aberdeen.
Cromarty	Ross.
Cromdale	Elgin.
Cross and Burness	Orkney.
Crosshill	Ayr.
Crossmichael	Kirkcudbright.
Croy and Dalcross	Inverness.
Cruden	Aberdeen.
Cullen	Banff.
Culross	Fife.
Culsalmond	Aberdeen.
Culter	Lanark.
Cults	Fife.
Cumbernauld	Dumbarton.
Cumbrae	Bute.
Cumlodden	Argyll.
Cummertrees	Dumfries.
Cupar (Burgh)	Fife.
Cupar (Landward)	„
Currie	Edinburgh.
Dailly	Ayr.
Dairsie	Fife.
Dalarossie	Inverness.
See Moy and Dalarossie.	
Dalavich	Argyll.
See Kilchrenan and Dalavich.	
Dalcross	Inverness.
See Croy and Dalcross.	
Dalgetty	Fife.
Dalkeith (Town)	Edinburgh.
Dalkeith (Landward)	„
Dallas	Elgin.
Dalmellington	Ayr.
Dalmeny	Linlithgow.
Dalry	Ayr.
Dalry	Kirkcudbright.
Dalrymple	Ayr.
Dalserf	Lanark.
Dalton	Dumfries.
Dalziel	Lanark.
Daviot	Aberdeen.
Daviot and Dunlichity.	Inverness.
Deerness	Orkney.
See St. Andrew's and Deerness.	
Delting	Shetland.
Denny	Stirling.
Deskford	Banff.
Dingwall	Ross.
Dirleton	Haddington.
Dollar	Clackmannan.
Dolphinton	Lanark.
Dores	Inverness.
Dornoch	Sutherland.
Dornock	Dumfries.
Douglas	Lanark.
Dowally	Perth.
See Dunkeld and Dowally.	
Drainie	Elgin.
Dregborn	Ayr.
Dron	Perth.
Drumblade	Aberdeen.
Drumelzier	Peebles.
Drumoak	Aberdeen.
Dryfesdale	Dumfries.
Drymen	Stirling.
Duddingston (Landward).	Edinburgh.
Duffus	Elgin.
Duirinish	Inverness.
Dull	Perth.
Dumbarton (Burgh)	Dumbarton.
Dumbarton (Landward).	„
Dumfries (Burgh)	Dumfries.
Dumfries (Landward).	„
Dun	Forfar.
Dunbar (Burgh)	Haddington.
Dunbar (Landward)	„
Dunbarney	Perth.
Dunblane	„
Dunbog	Fife.
Dundee (Burgh)	Forfar.
Dundee (Landward)	„
Dundonald	Ayr.
Dunfermline (Burgh).	Fife.
Dunfermline (Landward).	„
Dunino	„
Dunipace	Stirling.
Dunkeld and Dowally.	Perth.
Dunlichity	Inverness.
See Daviot and Dunlichity.	
Dunlop	Ayr.
Dunnet	Caithness.
Dunnichen	Forfar.
Dunning	Perth.
Dunnottar	Kincardine.
Dunoon and Kilmun	Argyll.
Dunrossness	Shetland.
Dunscore	Dumfries.
Duns	Berwick.
Dunsyre	Lanark.
Durisdeer	Dumfries.
Durness	Sutherland.
Durris	Kincardine.
Duthill and Rothiemurchus.	Inverness.
Dyce	Aberdeen.
Dyke	Elgin.
Dysart (Burgh)	Fife.
Dysart (Landward)	„
Eaglesham	Renfrew.
Earlston	Berwick.
Eassie and Nevay	Forfar.
East Calder	Edinburgh.
See Kirknewton and East Calder.	
East Kilbride	Lanark.
Eastwood	Renfrew.
Eccles	Berwick.
Ecclesmachan	Linlithgow.
Echt	Aberdeen.
Eckford	Roxburgh.
Eday	Orkney.
See Stronsay and Eday.	
Edderton	Ross.
Eddleston	Peebles.
Eddrachillis	Sutherland.
Edgerston	Roxburgh.
Edinburgh (City)	Edinburgh.
Edinburgh (St. Cuthbert's and Dean).	„
Edinkillie	Elgin.
Ednam	Roxburgh.
Edrom	Berwick.
Edzell	Forfar.
Egilshay	Orkney.
See Rousay and Egilshay.	
Elgin (Burgh)	Elgin.
Elgin (Landward)	„
Elie	Fife.
Ellon	Aberdeen.
Enzie	Banff.
Errol	Perth.
Erskine	Renfrew.
Eskdalemuir	Dumfries.
Ettrick	Selkirk.
Evie and Rendall	Orkney.
Ewes	Dumfries.
Eyemouth	Berwick.
Fala and Soutra	Edinburgh.
Falkirk (Burgh)	Stirling.
Falkirk (Landward).	„
Falkland	Fife.
Farnell	Forfar.
Farr	Sutherland.
Fearn	Forfar.
Fearn	Ross.
Fenwick	Ayr.
Ferry-port-on-Craig	Fife.
Fetlar	Shetland.
Fettercairn	Kincardine.
Fetteresso and Rickarton.	„
Findo Gask	Perth.
Fintray	Aberdeen.
Fintry	Stirling.
Firth and Stennis	Orkney.
Flisk	Fife.
Flotta	Orkney.
See Walls and Flotta.	
Fodderty	Ross.
Fogo	Berwick.
Forbes	Aberdeen.
See Tullynessle and Forbes.	
Fordoun	Kincardine.
Fordyce	Banff.
Forfar (Burgh)	Forfar.
Forfar (Landward)	„
Forgan	Fife.
Forgandenny	Perth.
Forglen	Banff.
Forgue	Aberdeen.
Forres (Burgh)	Elgin.
Forres (Landward)	„
Forteviot	Perth.
Fortingall	„
Fortrose	Ross.
See Rosemarkie.	

Parish or Burgh.	County.
Fossoway and Tulliebole.	Kinross.
Foula	Shetland.
See Walls, &c.	
Foulden	Berwick.
Foveran	Aberdeen.
Fowlis Easter	Forfar.
Fowlis Wester	Perth.
Fraserburgh	Aberdeen.
Friockheim	Forfar.
Fyvie	Aberdeen.
Gairloch	Ross.
Galashiels (Burgh)	Selkirk.
Galashiels (Landward).	"
Galston	Ayr.
Gamrie	Banff.
Gargunnock	Stirling.
Gartly	Aberdeen.
Gartmore	Perth.
Garvald	Haddington.
Garvock	Kincardine.
Gigha and Cara	Argyll.
Girthon	Kirkcudbright.
Girvan (Town)	Ayr.
Girvan (Landward)	"
Gladsmuir	Haddington.
Glamis	Forfar.
Glasgow (Burgh)	Lanark.
Glass	Aberdeen.
Glassary	Argyll.
Glasserton	Wigtown.
Glassford	Lanark.
Glenaray	Argyll.
Glenbervie	Kincardine.
Glenbucket	Aberdeen.
Glencairn	Dumfries.
Glencorse	Edinburgh.
Glendevon	Perth.
Glenelg	Inverness.
Glengairn	Aberdeen.
Glengarry	Inverness.
Glenholm	Peebles.
See Kilbucho, Broughton and Glenholm.	
Glenisla	Forfar.
Glenluce	Wigtown.
See Old Luce.	
Glenmoriston	Inverness.
See Urquhart and Glenmoriston.	
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes	Banff.
Glenshiel	Ross.
Glentanner	Aberdeen.
See Aboyne and Glentanner.	
Golspie	Sutherland.
Gordon	Berwick.
Gourock	Renfrew.
Govan	Lanark.
Graemsay	Orkney.
See Hoy and Graemsay.	
Grange	Banff.
Grangemouth	Stirling.
Greenlaw	Berwick.
Greenock (Burgh)	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitney	Dumfries.
Guthrie	Fife.
Haddington (Burgh)	Haddington.
Haddington (Landward).	Haddington.
Halfmorton	Dumfries.
Halkirk	Caithness.
Hamilton (Burgh)	Lanark.
Hamilton (Landward).	"
Harray and Birsay	Orkney.
Harris	Inverness.
Hawick (Burgh)	Roxburgh.
Hawick (Landward)	"
Heriot	Edinburgh.
Hobkirk	Roxburgh.
Hoddam	Dumfries.
Holm	Orkney.
Holywood	Dumfries.
Houston and Killallan.	Renfrew.
Hownam	Roxburgh.
Hoy and Graemsay	Orkney.
Humbie	Haddington.
Hume and Stitchell	Berwick.
Huntly	Aberdeen.
Hutton	Berwick.
Hutton and Corrie	Dumfries.
Inch	Wigtown.
Inchinnan	Renfrew.
Inchture	Perth.
Inishail	Argyll.
See Glenorchy and Inishail.	
Innerleithen	Peebles.
Innerwick	Haddington.
Innerwick (Glenlyon).	Perth.
Insch	Aberdeen.
Insh	Inverness.
Inveraray (Burgh)	Argyll.
See Glenaray.	
Inverarity	Forfar.
Inveravon	Banff.
Inverchaolain	Argyll.
Inveresk (Landward).	Edinburgh.
Invergowrie	Forfar.
See Liff, &c.	
Inverkeilor	"
Inverkeithing	Fife.
Inverkeithny	Banff.
Inverkip	Renfrew.
Inverness (Burgh)	Inverness.
Inverness (Landward).	"
Inverurie	Aberdeen.
Irongray	Kirkcudbright.
Irvine (Burgh)	Ayr.
Irvine (Landward)	"
Jedburgh (Burgh)	Roxburgh.
Jedburgh (Landward).	"
Johnstone	Dumfries.
Jura	Argyll.
Kearn	Aberdeen.
See Auchindoir and Kearn.	
Keig	"
Keir	Dumfries.
Keiss	Caithness.
Keith	Banff.
Keithhall and Kinkell.	Aberdeen.
Kells	Kirkcudbright.
Kelso	Roxburgh.
Kelton	Kirkcudbright.
Kemback	Fife.
Kemnay	Aberdeen.
Kenmore	Perth.
Kennethmont	Aberdeen.
Kennoway	Fife.
Kettins	Forfar.
Kettle	Fife.
Kilbarchan	Renfrew.
Kilbirnie	Ayr.
Kilbrandon and Kilchattan.	Argyll.
Kilbride	"
See Kilmore and Kilbride.	
Kilbride	Bute.
Kilbucho, Broughton and Glenholm.	Peebles.
Kilcalmonell	Argyll.
Kilchattan	"
See Kilbrandon and Kilchattan.	
Kilchenzie	"
See Killean and Kilchenzie.	
Kilchoman	"
Kilchrenan and Dalavich.	"
Kilconquhar	Fife.
Kildalton	Argyll.
Kildonan	Sutherland.
Kildrummy	Aberdeen.
Kilfinan	Argyll.
Kilfinichen and Kilvickeon.	"
Killallan	Renfrew.
See Houston and Killallan.	
Killarrow and Kilmeny.	Argyll.
Killean and Kilchenzie.	"
Killearn	Stirling.
Killearnan	Ross.
Killin	Perth.
Kilmadock	"
Kilmalcolm	Renfrew.
Kilmallie	Inverness.
Kilmany	Fife.
Kilmarnock (Burgh)	Ayr.
Kilmarnock (Landward).	"
Kilmaronock	Dumbarton.
Kilmartin	Argyll.
Kilmaurs	Ayr.
Kilmelford	Argyll.
See Kilninver and Kilmelford.	
Kilmeny	"
See Killarrow and Kilmeny.	
Kilmodan	"
Kilmonivaig	Inverness.
Kilmorack	"
Kilmorich	Argyll.
See Lochgoilhead and Kilmorich.	
Kilmore and Kilbride.	"
Kilmore	"
See Kilninian and Kilmore.	
Kilmory	Bute.
Kilmuir	Inverness.
Kilmuir Easter	Ross.
Kilmun	Argyll.
See Dunoon and Kilmun.	
Kilninian and Kilmore.	"
Kilninver and Kilmelford.	"
Kilrenny	Fife.
Kilspindie	Perth.
Kilsyth (Town)	Stirling.
Kilsyth (Landward)	
Kiltarlity	Inverness.
Kiltearn	Ross.

Parish or Burgh.	County.
Kilvickeon - - *See Kilfinichen and Kilvickeon.*	Argyll.
Kilwinuing - -	Ayr.
Kincardine - - *See Abernethy and Kincardine.*	Inverness.
Kincardine - -	Perth.
Kincardine - -	Ross.
Kincardine O'Neil -	Aberdeen.
Kinclaven - -	Perth.
Kinfauns - - -	„
Kingarth - - -	Bute.
King Edward - -	Aberdeen.
Kinghorn - -	Fife.
Kinglassie - -	„
Kingoldrum - -	Forfar.
Kingsbarns - -	Fife.
Kingussie - -	Inverness.
Kininmonth - -	Aberdeen.
Kinkell - - - *See Keithhall and Kinkell.*	„
Kinloch - - - *See Lethendy and Kinloch.*	Perth.
Kinloch-Luichart -	Ross.
Kinloch-Rannoch -	Perth.
Kinloss - - -	Elgin.
Kinnaird - - -	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell - - -	Forfar.
Kinnellar- - -	Aberdeen.
Kinnettles - -	Forfar.
Kinnoull - - -	Perth.
Kinross - - -	Kinross.
Kintail - - -	Ross.
Kintore - - -	Aberdeen.
Kippen - - -	Stirling.
Kirkbean - - -	Kirkcudbright.
Kirkcaldy (Burgh)-	Fife.
Kirkcaldy (Landward) and Abbotshall.	„
Kirkcolm - - -	Wigtown.
Kirkconnel - -	Dumfries.
Kirkcowan - -	Wigtown.
Kirkcudbright -	Kirkcudbright.
Kirkden - - -	Forfar.
Kirkgunzeon - -	Kirkcudbright.
Kirkhill - - -	Inverness.
Kirkhope - - -	Selkirk.
Kirkinner - -	Wigtown.
Kirkintilloch(Town)	Dumbarton.
Kirkintilloch(Landward).	„
Kirkliston - -	Linlithgow.
Kirkmabreck - -	Kirkcudbright.
Kirkmahoe - -	Dumfries.
Kirkmaiden - -	Wigtown.
Kirkmichael - -	Ayr.
Kirkmichael - -	Banff.
Kirkmichael - -	Dumfries.
Kirkmichael - -	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald - -	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta -	„
Kirkton - - - *See Cavers.*	Roxburgh.
Kirkurd - - -	Peebles.
Kirkwall (Burgh) -	Orkney.
Kirkwall and St. Ola	„
Kirriemuir - -	Forfar.
Knockando - -	Elgin.
Knockbain - -	Ross.
Lady - - -	Orkney.
Ladykirk - - -	Berwick.
Laggan - - -	Inverness.
Lairg - - -	Sutherland.
Lamington - - *See Wandell and Lamington.*	Lanark.
Lanark (Burgh) -	„
Lanark (Landward)	
Langholm - -	Dumfries.
Langton - - -	Berwick.
Larbert - - -	Stirling.
Largo - - -	Fife.
Largoward - -	„
Largs - - -	Ayr.
Larkhall - - -	Lanark.
Lasswade - -	Edinburgh.
Latheron - - -	Caithness.
Lauder - - -	Berwick.
Laurencekirk - -	Kincardine.
Leadhills - - -	Lanark.
Lecropt - - -	Perth.
Legerwood - -	Berwick.
Leith (Burgh) -	Edinburgh.
Leith, South (Landward).	„
Leochel-Cushnie -	Aberdeen.
Lerwick - - -	Shetland.
Leslie - - -	Aberdeen.
Leslie - - -	Fife.
Lesmahagow - -	Lanark.
Leswalt - - -	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar *See Navar and Lethnot.*	Forfar.
Leuchars - - -	Fife.
Levern - - -	Renfrew.
Libberton - -	Lanark.
Liberton - - -	Edinburgh.
Liff, Benvie, and Invergowrie.	Forfar.
Lilliesleaf - -	Roxburgh.
Linlithgow (Burgh)	Linlithgow.
Linlithgow (Landward).	„
Linton - - -	Roxburgh.
Lintrathen - -	Forfar.
Lismore and Appin	Argyll.
Little Dunkeld -	Perth.
Livingstone - -	Linlithgow.
Lochalsh - - -	Ross.
Lochbroom - -	„
Lochcarron - -	„
Lochgelly - -	Fife.
Lochgilphead - -	Argyll.
Lochgoilhead and Kilmorich.	„
Lochlee - - -	Forfar.
Lochmaben - -	Dumfries.
Lochrutton - -	Kirkcudbright.
Lochs - - -	Ross.
Lochwinnoch - -	Renfrew.
Logie - - -	Fife.
Logie - - -	Stirling.
Logie Buchan - -	Aberdeen.
Logie Coldstone -	„
Logie Easter - -	Ross.
Logie Pert - -	Forfar.
Logierait - - -	Perth.
Logie Wester - - *See Urquhart and Logie Wester.*	Ross.
Longforgan - -	Perth.
Longformacus -	Berwick.
Longside - - -	Aberdeen.
Lonmay - - -	„
Loth - - - -	Sutherland.
Loudoun - - -	Ayr.
Lumphanan - -	Aberdeen.
Lunan - - -	Forfar.
Lundie - - -	„
Lunnasting - - *See Nesting, &c.*	Shetland.
Luss - - -	Dumbarton.
Lyne and Megget -	Peebles.
Madderty - -	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun - -	Roxburgh.
Manor - - -	Peebles.
Markinch - -	Fife.
Marnoch - - -	Banff.
Maryculter - -	Kincardine.
Maryhill - - -	Lanark.
Marykirk - -	Kincardine.
Marytown - -	Forfar.
Mauchline - -	Ayr.
Maxton - - -	Roxburgh.
Maybole - - -	Ayr.
Mearns - - -	Renfrew.
Megget - - - *See Lyne and Megget.*	Peebles.
Meigle - - -	Perth.
Meldrum - - -	Aberdeen.
Melrose - - -	Roxburgh.
Menmuir - - -	Forfar.
Mertoun - - -	Berwick.
Methlick - - -	Aberdeen
Methven - - -	Perth.
Midcalder - -	Edinburgh.
Middlebie - -	Dumfries.
Midmar - - -	Aberdeen.
Millbrex - - -	„
Minnigaff - -	Kirkcudbright.
Minto - - -	Roxburgh.
Mochrum - -	Wigtown.
Moffat - - -	Dumfries.
Moneydie - -	Perth.
Mouineth - -	Forfar.
Monikie - - -	„
Monimail - - -	Fife.
Monkton and Prestwick.	Ayr.
Monquhitter - -	Aberdeen.
Montrose (Burgh) -	Forfar.
Montrose (Landward).	„
Monymusk - -	Aberdeen.
Monzie - - -	Perth.
Monzievaird and Strowan.	„
Moonzie - - -	Fife.
Mordington - -	Berwick.
Morebattle - -	Roxburgh.
Morham - - -	Haddington.
Mortlach - - -	Banff.
Morton - - -	Dumfries.
Morvern - - -	Argyll.
Moulin - - -	Perth.
Mouswald - -	Dumfries.
Moy and Dalarossie	Inverness.
Muckairn - - - *See Ardchattan and Muckairn.*	Argyll.
Muckart - - -	Perth.
Muiravonside - -	Stirling.
Muirkirk - -	Ayr.
Murroes - - -	Forfar.
Musselburgh (Burgh).	Edinburgh.
Muthill - - -	Perth.
Nairn (Burgh) -	Nairn.
Nairn (Landward) -	„
Navar and Lethnot	Forfar.
Neilston - - -	Renfrew.
Nenthorn - -	Berwick.
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland.
Nevay - - - *See Eassie and Nevay.*	Forfar.
New Abbey - -	Kirkcudbright.
Newbattle - -	Edinburgh.
Newburgh - -	Fife.
Newburn - -	„
New Byth - -	Aberdeen.

Parish or Burgh.	County.
New Cumnock	Ayr.
New Deer	Aberdeen.
Newhills	"
Newlands	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick.	Dumbarton.
New Pitsligo	Aberdeen.
New Spynie	Elgin.
Newton	Edinburgh.
Newton-on-Ayr (Landward). *See St. Quivox.*	Ayr.
Newtyle	Forfar.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward).	Bute.
North Knapdale	Argyll.
Northmavine	Shetland.
North Ronaldshay	Orkney.
North Uist	Inverness.
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Ochiltree	Ayr.
Old Cumnock	"
Old Deer	Aberdeen.
Oldhamstocks	Haddington.
Old Luce or Glenluce.	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Olrig	Caithness.
Ord *See Banff.*	Banff.
Ordiquhill	"
Ormiston	Haddington.
Oronsay *See Colonsay and Oronsay*	Argyll.
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley (Burgh)	Renfrew.
Panbride	Forfar.
Papa *See Walls, &c.*	Shetland.
Papa Westray *See Westray and Papa Westray.*	Orkney.
Parton	Kirkcudbright.
Peebles	Peebles.
Pencaitland	Haddington.
Penicuick	Edinburgh.
Penninghame	Wigtown.
Penpont	Dumfries.
Persie	Perth.
Perth (Burgh)	"
Perth, East Parish (Landward).	"
Peterculter	Aberdeen.
Peterhead (Burgh)	"
Peterhead (Landward).	"
Pettinain	Lanark.
Petty	Inverness.
Pitsligo	Aberdeen.
Pittenweem	Fife.
Poimont	Stirling.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.
Port Glasgow (Landward), *united to East Parish, Greenock.*	Renfrew.
Portmoak	Kinross.
Portobello (Burgh)	Edinburgh.
Port of Monteith	Perth.
Portpatrick	Wigtown.
Portree	Inverness.
Premnay	Aberdeen.
Preston *See Bunkle and Preston.*	Berwick.
Prestonkirk	Haddington.
Prestonpans	"
Prestwick *See Monkton and Prestwick.*	Ayr.
Queensferry (Burgh) *See Dalmeny.*	Linlithgow.
Rafford	Elgin.
Rathen	Aberdeen.
Ratho	Edinburgh.
Rathven	Banff.
Rattray	Perth.
Rayne	Aberdeen.
Reay	Caithness.
Redgorton	Perth.
Rendall *See Evie and Rendall.*	Orkney.
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	"
Rerrick	Kirkcudbright.
Rescobie	Forfar.
Resolis	Ross.
Rhynd	Perth.
Rhynie	Aberdeen.
Riccarton	Ayr.
Rickarton *See Fetteresso and Rickarton.*	Kincardine.
Roberton *See Wiston and Roberton.*	Lanark.
Roberton	Roxburgh.
Rogart	Sutherland.
Rosemarkie	Ross.
Roseneath	Dumbarton.
Rosskeen	Ross.
Rothes	Elgin.
Rothesay (Burgh)	Bute.
" (Landward) *See North Bute.*	"
Rothiemay	Banff.
Rothiemurchus *See Duthill and Rothiemurchus.*	Inverness.
Rousay and Egilshay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Ruthergien (including Burgh).	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrew's and Deerness.	Orkney.
St. Andrew's (Burgh)	Fife.
St. Andrew's (Landward)	"
St. Andrew's Lhanbryd.	Elgin.
St. Boswell's	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Aberdeen.
St. Madoes	Perth.
St. Martin's	"
St. Monance	Fife.
St. Mungo	Dumfries.
St. Ninian's	Stirling.
St. Ola *See Kirkwall and St. Ola (Land.)*	Orkney.
St. Quivox (Land.) and Newton on Ayr (Land.)	Ayr.
St. Vigean's	Forfar.
Salen	Argyll.
Saline	Fife.
Salton	Haddington.
Sandness *See Walls, &c.*	Shetland.
Sandsting and Aithsting.	"
Sandwick	Orkney.
Sanquhar	Dumfries
Savoch	Aberdeen.
Scone	Perth.
Scoonie	Fife.
Selkirk (Burgh)	Selkirk.
Selkirk (Landward)	"
Shapinshay	Orkney.
Shettleston	Lanark.
Sheuchan	Wigtown.
Shotts	Lanark.
Sibbaldie *See Applegarth and Sibbaldie.*	Dumfries.
Skelmorlie	Renfrew.
Skene	Aberdeen.
Skipness *See Saddell and Skipness.*	Argyll.
Skirling	Peebles.
Slains	Aberdeen.
Slamannan	Stirling.
Sleat	Inverness.
Smailholm	Roxburgh.
Small Isles	Inverness.
Snizort	"
Sorbie	Wigtown.
Sorn	Ayr.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	"
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick *See Colvend and Southwick.*	Kirkcudbright.
South Yell *See Mid and South Yell.*	Shetland.
Speymouth	Elgin.
Spott	Haddington.
Springburn	Lanark.
Springfield	Fife.
Sprouston	Roxburgh.
Stair	Ayr.
Stennis *See Firth and Stennis.*	Orkney.
Stenscholl	Inverness.
Stenton	Haddington
Stevenston	Ayr.
Stewarton	"
Stirling (Burgh)	Stirling.
Stitchell *See Hume and Stitchell.*	Berwick.
Stobhill	Edinburgh.
Stobo	Peebles.
Stonehaven *Included partly in Dunnottar and partly in Fetteresso.*	Kincardine.
Stonehouse	Lanark.
Stoneykirk	Wigtown.
Stornoway	Ross.
Stow	Edinburgh.
Stracathro	Forfar.

Parish or Burgh.	County.
Strachan	Kincardine.
Strachur	Argyll.
See Stralachan and Strachur.	
Straiton	Ayr.
Stralachlan and Strachur.	Argyll.
Stranraer (Burgh)	Wigtown.
Strath	Inverness.
Strathblane	Stirling.
Strathdon	Aberdeen.
Strathmartine	Forfar.
See Mains and Strathmartine.	
Strathmiglo	Fife.
Strichen	Aberdeen.
Stromness	Orkney.
Stronsay and Eday	„
Strontian	Argyll.
Swinton	Berwick.
Symington	Ayr.
Symington	Lanark.
Tain	Ross.
Tannadice	Forfar.
Tarbat	Ross.
Tarbert	Argyll.
Tarbolton	Ayr.
Tarland	Aberdeen.
Tarves	„
Tealing	Forfar.
Temple	Edinburgh.
Tenandry	Perth.
Terregles	Kirkcudbright.
Teviothead	Roxburgh.
Thankerton	Lanark.
See Covington and Thankerton.	
Thurso	Caithness.
Tibbermore	Perth.
Tillicoultry	Clackmannan.
Tingwall, Whiteness and Weisdale.	Shetland.
Tinwald	Dumfries.
Tongland	Kirkcudbright.
Tongue	Sutherland.
Torosay	Argyll.
Torphichen	Linlithgow.
Torryburn	Fife.
Torthorwald	Dumfries.
Tough	Aberdeen.
Towie	„
Tranent	Haddington.
Traquair	Peebles.
Trinity Gask	Perth.
Troqueer	Kirkcudbright.
Trossachs	Perth.
Tulliallan	Fife.
Tullich	Aberdeen.
See Glenmuick and Tullich.	
Tulliebole	Kinross.
See Fossoway and Tulliebole.	
Tullynessle and Forbes.	Aberdeen.
Tundergarth	Dumfries.
Turriff	Aberdeen.
Tweedsmuir	Peebles.
Twynholm	Kirkcudbright.
Tyninghame	Haddington.
See Whitekirk and Tyninghame.	
Tynron	Dumfries.
Tyree	Argyll.
Tyrie	Aberdeen.
Udny	„
Uig	Ross.
Unst	Shetland.
Uphall	Linlithgow.
Urquhart	Elgin.
Urquhart and Glenmoriston.	Inverness.
Urquhart and Logie Wester.	Ross.
Urr	Kirkcudbright.
Urray	Ross.
Walls, Sandness, Papa and Foula.	Shetland.
Walls and Flotta	Orkney
Walston	Lanark.
Wamphray	Dumfries.
Wandell and Lamington.	Lanark.
Watten	Caithness.
Weem	Perth.
Weisdale	Shetland.
See Tingwall, &c.	
Wemyss	Fife.
West Calder	Edinburgh.
Westerkirk	Dumfries.
West Kilbride	Ayr.
West Linton	Peebles.
Westray and Papa Westray.	Orkney.
Westruther	Berwick.
Whalsay	Shetland.
See Nesting, &c.	
Whitburn	Linlithgow.
Whitekirk and Tyninghame.	Haddington.
Whiteness	Shetland.
See Tingwall, &c.	
Whithorn	Wigtown.
Whitsome	Berwick.
Whittinghame	Haddington.
Wick (Burgh)	Caithness.
Wick (Landward)	„
Wigtown	Wigtown.
Wilton	Roxburgh.
Wiston and Roberton	Lanark.
Yarrow	Selkirk.
Yell	Shetland.
Yester	Haddington.
Yetholm	Roxburgh.
Ythan Wells	Aberdeen.

SCHOOL BOARD ELECTIONS, 1894

County.	No. of School Boards.	Elections.			
		Failed.	Uncontested.	Contested.	
Aberdeen - - -	92	48	37	6	1 Election (Kinin-month) still to take place.
Argyll - - -	45	20	23	2	
Ayr - - -	51	21	29	1	
Banff - - -	25	9	13	3	
Berwick - - -	32	8	21	3	
Bute - - -	6	3	3	—	
Caithness - - -	12	7	4	1	
Clackmannan - -	6	3	3	—	
Dumbarton - -	14	6	8	—	
Dumfries - - -	45	16	24	5	
Edinburgh - -	34	16	18	—	
Elgin - - -	21	7	13	1	
Fife - - -	70	30	39	1	
Forfar - - -	60	26	31	3	
Haddington - -	26	9	16	1	
Inverness - - -	36	16	19	1	
Kincardine - -	19	13	5	1	
Kinross - - -	5	3	2	—	
Kirkcudbright - -	30	7	20	3	
Lanark - - -	49	26	23	—	
Linlithgow - -	14	8	5	1	
Nairn - - -	5	—	4	1	
Orkney - - -	19	9	10	—	
Peebles - - -	14	2	11	1	
Perth - - -	80	27	48	4	1 Election (Dun-keld) still to take place.
Renfrew - - -	23	5	16	2	
Ross and Cromarty -	35	22	13	—	
Roxburgh - - -	33	11	22	—	
Selkirk - - -	9	3	6	—	
Shetland - - -	12	3	9	—	
Stirling - - -	26	14	12	—	
Sutherland - -	13	9	3	1	
Wigtown - - -	18	6	11	1	
Totals - -	979	413	521	*43	2

* Of the 43 election failures, 31 were dealt with by nomination. In the 12 remaining cases, new elections were ordered.

Transfers sanctioned under Sections 38 and 39 of the Education (Scotland) Act, 1872, during the Year ended 31st March 1894.

Board.	School.	Date of Sanction.
Kintore (Aberdeen) -	Leylodge Church School -	7th April 1893.
Slamannan (Stirling)	Slamannan Free Church School.	15th November 1893.

Sales sanctioned under Section 36 of the Education (Scotland) Act, 1872, from 1st April 1893 to 31st March 1894.

Board.	School.	Date of Sanction.
Dunrossness (Shetland) -	Old School Buildings at Cunningsburgh.	8th August 1893.
Ellon (Aberdeen)	Inverebrie Public School -	16th May 1893.
Firth and Stenness (Orkney).	Buildings of old Public School, Stenness.	22nd February 1894.
Keith (Banff) - -	Cookery School - -	8th April 1893.
Kilconquhar (Fife) -	Lady Lindsay's School -	7th February 1894.
Markinch (Fife) - -	House and garden in Milton of Balgonie.	17th November 1893.
Urr (Kirkcudbright) -	Dalbeattie Female Public School.	20th December 1893.

LIST OF LOANS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT UNDER SECTION 45 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL 1893 TO 31ST MARCH 1894.

County.	Board.	Amount.		
		£	s.	d.
Aberdeen	Aberdeen (Burgh)	13,450	0	0
,,	Belhelvie	650	0	0
,,	Peterhead (Landward)	1,100	0	0
,,	Udny	380	0	0
Argyll	Ardchattan and Muckairn	1,130	0	0
,,	Dunoon and Kilmun	239	0	0
,,	Kilfinichen and Kilvickeon	353	0	0
,,	Tarbert	1,600	0	0
Ayr	Loudoun	2,500	0	0
,,	Riccarton	500	0	0
Banff	Alvah	930	0	0
,,	Gamrie	178	8	0
,,	Keith	240	0	0
Caithness	Canisbay	380	0	0
Clackmannan	Alva	1,100	0	0
Dumbarton	Dumbarton (Burgh)	4,700	0	0
,,	New Kilpatrick	700	0	0
,,	Row	1,600	0	0
Dumfries	Annan	10,000	0	0
,,	Gretna	264	6	0
,,	Hoddam	200	0	0
Edinburgh	Edinburgh (City)	35,266	4	7
,,	Edinburgh (St. Cuthbert's and Dean).	15,109	0	0
,,	Glencorse	150	0	0
,,	Inveresk (Landward)	600	0	0
,,	Lasswade	1,000	0	0
,,	Liberton	4,900	0	0
,,	Newbattle	1,600	0	0
,,	Penicuik	576	0	0
,,	Stobhill	2,347	3	4
,,	West Calder	550	0	0
Elgin	Elgin (Burgh)	1,500	0	0
Fife	Beath	1,415	0	0
,,	Carnock	300	0	0
,,	Dunfermline (Burgh)	450	0	0
,,	,, (Landward)	2,850	0	0
,,	Kilmany	107	0	0
,,	Kirkcaldy (Burgh)	8,500	0	0
,,	St. Andrews (Burgh)	1,000	0	0
,,	Tulliallan	500	0	0

County.	Board.	Amount.		
		£	s.	d.
Forfar	Arbroath (Burgh)	11,500	0	0
,,	Barry	1,220	0	0
,,	Broughty Ferry	640	0	0
,,	Dundee (Burgh)	14,582	7	0
,,	Oathlaw	130	0	0
Haddington	Dirleton	650	0	0
,,	Dunbar (Landward)	600	0	0
,,	Salton	100	0	0
Inverness	Duthill and Rothiemurchus	242	0	0
,,	Inverness (Burgh)	3,300	0	0
,,	Inverness and Bona (Landward)	217	0	0
,,	Kingussie	450	0	0
,,	Stenscholl	360	0	0
Kincardine	Banchory Ternan	300	0	0
,,	Fetteresso and Rickarton	610	0	0
Kirkcudbright	Irongray	169	0	0
,,	Kirkcudbright	500	0	0
,,	Troqueer	1,100	0	0
Lanark	Cadder	3,018	0	0
,,	Cambusnethan	11,000	0	0
,,	Carluke	5,000	0	0
,,	Carnwath	1,500	0	0
,,	Clarkston	1,028	0	0
,,	Dalziel	3,800	0	0
,,	Glasgow (Burgh)	51,000	0	0
,,	Glassford	300	0	0
,,	Govan	40,556	0	0
,,	Hamilton (Burgh)	4,500	0	0
,,	,, (Landward)	3,300	0	0
,,	Lanark (Burgh)	2,900	0	0
,,	Old Monkland	5,855	0	0
,,	Rutherglen	400	0	0
Linlithgow	Bathgate (Landward)	2,545	0	0
,,	Borrowstounness	3,246	0	0
Orkney	Westray and Papa Westray	85	0	0
Peebles	Peebles	750	0	0
Perth	Auchterarder	312	0	0
,,	Glendevon	550	0	0
,,	Monzie	550	0	0
,,	Perth (Burgh)	2,069	0	0
Renfrew	Abbey Paisley (Landward)	6,150	0	0
,,	Eastwood	10,500	0	0
,,	Kilbarchan	677	0	0
,,	Lochwinnoch	500	0	0
,,	Paisley (Burgh)	200	0	0
Ross	Dingwall	1,850	0	0
,,	Gairloch	1,336	0	0
,,	Kiltearn	145	10	0
,,	Kincardine	212	0	0
,,	Rosskeen	175	0	0
,,	Tarbat	100	0	0

County.	Board.	Amount.		
		£	s.	d.
Roxburgh - -	Lilliesleaf - - -	1,190	0	0
Selkirk - - -	Ettrick - - - -	230	0	0
„ - - -	Galashiels (Burgh) - -	355	0	0
Shetland - - -	Bressay - - - -	180	0	0
„ - - -	Lerwick - - -	300	0	0
Stirling - - -	Falkirk (Burgh) - -	4,500	0	0
„ - - -	Falkirk (Landward) - -	4,300	0	0
„ - - -	Grangemouth - - -	8,500	0	0
„ - - -	Kilsyth (Town) - -	2,300	0	0
„ - - -	Larbert - - - -	4,250	0	0
„ - - -	Muiravonside - - -	3,100	0	0
Sutherland - -	Durness - - -	764	0	0
„ - -	Farr - - - -	188	0	0
„ - -	Kildonan - - -	720	0	0
Wigtown - - -	Glasserton - - -	150	0	0
	Total - -	354,722	4	11

List of Schools recognised under Section 67 (2) of the Education (Scotland) Act, 1872, since the Publication of last Report.

County.	Name of School.
Ayr - - - -	Kilbirnie, St. Bridget's R. C.
Edinburgh - - - -	Edinburgh, St. Teresa's, Morningside R.C.
Lanark - - - -	Cambuslang, Newton R. C.
„ - - - -	Hamilton, Burnbank R. C.
„ - - - -	New Monkland, Meikle Drumgray R.C.

Grants have been promised on the ground that no sufficient provision exists for the children for whom the schools are intended, regard being had to the religious belief of their parents.

CODE (1894)

OF THE

SCOTCH EDUCATION DEPARTMENT.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, to maintain—

(*a.*) Schools for children (Article 6); and

(*b.*) Training colleges for teachers (Article 83).

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed :—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) This time table is to be submitted to the inspector for approval, on behalf of the Department, at the time of his annual visit (Article 11).

(*c.*) The education given must consist chiefly of elementary instruction (Article 28).

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

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* "The term 'Scotch Education Department' shall mean The Lords of any "Committee of the Privy Council appointed by Her Majesty on Education in "Scotland" (Education (Scotland) Act, 1872, s. 1).

No school shall be eligible for grants if—

(*a.*) the average fee exceeds ninepence a week, or

(*b.*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (*a.*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August* 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (*b.*)).

(*c.*) Higher class public schools (*ibid.*, sec. 62–64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

(*a.*) The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

(*b.*) The Inspector's annual visit to an infant school may be omitted if he has paid to such school not less than two visits without notice.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

12. An inspector, sub-inspector, or inspector's assistant may visit any public school, or other school subject to inspection, at any other time without notice.

13. Grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

Exceptions :—

An instalment of the grant conditionally due may be paid,—

(*a.*) When the inspector's visit is postponed, owing to a change in the month of inspection (Article 11), for three months or upwards.

(*b.*) When from an epidemic, or other unavoidable cause, the inspection cannot be held within three months after the date at which the grant is due.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, or in terms of the Minute of the Scotch Education Department of the 10th April 1894.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER I.

ANNUAL GRANTS.

PART I.

SCHOOLS FOR CHILDREN.

SECTION I.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

(*d.*) The principal teacher is certificated (Article 43), and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).

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* In administering this Article the Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child in average attendance in each room; but in schools erected, since the 1st January 1874, with the aid of a building grant or loan, the average attendance should not exceed the number of children for whom the plans were approved by the Department.

(*e.*) Due notice is given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department; *or* (2) the acting teacher passes the examination for a certificate (Article 44).

(*f.*) The girls are, as a rule, taught plain needlework * and cutting out as part of the ordinary course of instruction.

(*g.*) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 77, and 80) may be accepted as trustworthy.

(*h.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 10th April, 1894, is applied.

(*i.*) The income of the school is applied only for the purpose of† public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Grants to Day Schools.

19. The managers of a school which has met not less than 400‡ times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

A. The following sums per scholar, according to the average number in attendance throughout the year (Article 26).

(1.) 10*s.*; or in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds

* This includes darning, mending, marking, and knitting; but no fancy work of any kind may be done in school hours. *See* Schedule III., which contains a scheme of instruction in needlework, according to which it must be taught where a grant is claimed under Article 19 A. (4) or 19 C. 1 (*d*).

† *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

‡ *Exceptions:—*

i. If a school is employed for the purpose of taking the poll at a *Parliamentary election*, under section 6 of the Ballot Act, 1872, or at an election for a county council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year, under medical authority, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic for x weeks, the number of meetings required will be $\frac{46-x}{46} \times 400$.

65 per cent. but does not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 11*s.*; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number, 12*s.*; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 13*s.*; where the average attendance exceeds 80 per cent. of such number, 14*s.*†

(2.) 1*s.* if the scholars are satisfactorily taught to sing by note, *i.e.*, by the standard or any recognised notation; or 6*d.* if they are satisfactorily taught to sing by ear.

(3.) 1*s.* 6*d.*, if the inspector reports that the organization and discipline are *excellent; or*, 1*s.* if he reports that they are *good.*

(4.) 1*s.* if the girls are satisfactorily taught needlework according to the Third Schedule.

N.B.—This grant is calculated on the average attendance of girls only.

The inspector will bear in mind, in reporting on the organization and discipline, the results of any visits without notice (Article 12) made in the course of the school year; and will not interfere with any method of organization adopted in a training college under inspection if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

B. Also a grant per scholar on the examination in Elementary or Standard subjects,

1. (*a.*) According to the average number in attendance throughout the year of children under Standard III., of 1*s.*, if the inspector reports that the teaching of such children is fair; 2*s.* if he reports that it is good; 3*s.* if he reports that it is excellent.

(*b.*) According to the average number in attendance throughout the year of children above Standard III., of 1*s.* 6*d.* if the inspector reports that the teaching of such children is fair; 2*s.* 6*d.* if he reports that it is good; 3*s.* 6*d.* if he reports that it is excellent.

2. If the infants, *i.e.*, children under Standard I., are taught as a separate department, by a certificated teacher and in accordance with a time-table of their own, in a room properly constructed and furnished for their instruction, the grant (Article 19 B.) in that department may be increased by one shilling per head.

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* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

† The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the per-centage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (*b.*) are not included.

The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

3. In the counties specified in Article 19 A. (1.) if the children under Standard III. are partly taught by a Gaelic-speaking pupil-teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, the grant (Article 19 B. 1 (*a*.)) per head on the average number in attendance under that Standard may be increased by one shilling.
4. All scholars whose names are on the registers of the School must, as a rule, be present at the inspection, unless there is a reasonable excuse for their absence. All the scholars present are liable to be examined.
5. The instruction of the scholars must include the three subjects of Reading, Writing, and Arithmetic, given, except in the case of infants, according to the Standard (Article 28), in each of these subjects, which is suitable to the capacity of each scholar. As a rule the scholars examined in any subject of instruction will be examined in the classes in which they are taught.
6. In ordinary circumstances scholars should be advanced not less than one Standard in a year.
7. If the School is taught in separate departments, each department will be separately reported on, and the grant under this Article (Article 19 B), may be paid at a different rate for each.

C. A grant on the examination in class subjects amounting to 1*s*. or 2*s*. for each subject if the inspector reports that the teaching is fair (1*s*.) or good (2*s*.).

This grant is paid on the average attendance throughout the year of children above seven years of age.

1. The recognised class subjects (Schedule V.) are :—
   (*a*.) English.
   (*b*.) Geography.
   (*c*.) History.
   (*d*.) Needlework for girls (according to the Third Schedule).
   (*e*.) Elementary Science.
2. In districts where Gaelic is spoken, the intelligence of the children examined under any paragraph of this Article (19) may be tested by requiring them to explain in Gaelic* the meaning of any passages read or recited.
3. All scholars present at the Inspection are liable to be examined in any class subjects that are taken.
4. The mode of examination† is left to the discretion of the inspector.
5. Not more than three class subjects may be taken.
6. If girls take needlework as a class subject, the grant of 1*s*. under Article 19 A. 4. cannot be paid on the average attendance of girls above seven years of age.
7. If the girls in a mixed school take needlework and the boys another subject, the grant may be paid on the average attendance of boys and girls separately.

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* Gaelic may be taught during the ordinary school hours, either by the certificated teacher, or by any person specially employed for the purpose.

† Examination on paper will, as a rule, be confined to scholars above Standard V.

No payment for the girls' needlework will be made in this case unless the boys take a corresponding class subject or, in place of such corresponding subject, are examined in drawing by the Science and Art Department.

8. The examination of the children varies according to their standards. The work for each standard in the class subjects other than needlework is set forth in the Fifth Schedule.

D. A special grant* of 10*l.* (or 15*l.*), subject to a favourable report from the inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32 (*a*).

(*a.*) In thinly peopled districts where the number of scholars that can be brought together at one centre is less than 20, children under 10 years of age living more than two miles and children over 10 years of age living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector on the day of his annual visit to the central school, or at some other school approved by the Department, the managers of such school may claim—

(1.) 14*s.* for children under Standard III. (Article 28), if the inspector reports that the teaching of such children is fair; 16*s.* if he reports that it is good; 18*s.* if he reports that it is excellent.

(2.) 15*s.* for children above Standard III., if the inspector reports that the teaching of such children is fair; 17*s.* if he reports that it is good; 19*s.* if he reports that it is excellent.

In awarding the grants under sections (1) and (2), the character of the instruction in class subjects and needlework will be taken into account.

(*b.*) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

E. A grant according to the following scale is made in respect of each pupil-teacher† required by Article 32 (*c.*), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness,

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* *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

† This grant should in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers. The remainder, if any, should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,* who has passed a good or fair examination at one of the examinations of pupil-teachers, or has obtained a place in the first or second class in the Queen's Scholarship Examination :—

——	1st Year.	2nd Year.	3rd Year.	Queen's Scholarship.
For good examination -	2*l.*	2*l.*	3*l.*	5*l.* (1st class).
For fair examination -	1*l.*	1*l.*	2*l.*	4*l.* (2nd class).

(*a.*) A grant of 10*l.* [or 15*l.*] is made in respect of each assistant teacher required to make up the minimum staff of the school, who after serving in that capacity for three years in schools under the same management, and receiving during that time special instruction under arrangements approved by the Department, obtains a place in the second [or first] division at the examination for certificates, in second year papers.

20. For each blind or deaf-mute scholar in a day or evening school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—

(*a.*) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b.*) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

21. If the time table of the school has provided for the continuous teaching throughout the year of one or more specific subjects of secular instruction according to the table in Schedule IV.—

(*a.*) A grant of 4*s.* per subject may be made for every day scholar, presented in Standards V.–VI. (Article 28) who passes a satisfactory examination in not more than *two* of such subjects. Where, in any parish (not burgh) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres, sanctioned by the Department, a school in which at least one teacher shall be a graduate in arts or science of some university of the United Kingdom,† and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c.*), in such a school this grant may be increased to 10*s.* per subject.

(*b.*) Any scholar who has previously been presented in Standard VI., and is now presented in the class subjects, may be presented for examination in *three* specific subjects.‡

* This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.

† This qualification will not be enforced in the case of schools where the principal teacher was appointed before 30th April 1885.

‡ A scholar who has been prepared for presentation in Standard VI., but owing to illness or other cause approved by the inspector has not been presented in that standard, may be presented in three specific subjects under this article. Scholars beyond Standard VI. will be expected to show satisfactory progress in Standard subjects.

In the case of a successful candidate for the merit certificate (Article 29), grants may be allowed for each stage of the specific subject taken by him, for which a grant has not previously been paid on account of such candidate†: provided that not more than three payments in all under this Article be made on account of any one scholar.

(*c.*) Except in the case of successful candidates for the merit certificate (Article 29), no payment will be made under this Article, unless either at the current inspection or at that of the preceding year the school has obtained at least the mark "good" under Article 19 B. 1 both under and over Standard III.

(*d.*) No grant may be claimed under this Article on account of any scholar who has been examined, in the same subject, within the preceding year, by the Department of Science and Art.‡

(*e.*) A scholar may not be examined a second time in the same stage of a specific subject, unless he has failed to pass in that stage; nor, after being examined in a subject, may the scholar change it for another, before completing the first, except under special circumstances, and when the consent of the Department has been obtained.

22. Where the inspector reports that special and appropriate provision is made for the practical teaching of cookery by a teacher who holds a certificate from a training school of cookery recognised by the Department, or whose competency is otherwise proved to the satisfaction of the Department, there may be made (*a*) a grant of 4*s.* on account of any girl presented for examination in the fourth or any higher standard, or who has previously been presented in Standard VI., who has attended not less than 40 hours during the school year at a cookery class, and has spent not less than 20 of those hours in cooking with her own hands in a class in which not more than 24 scholars are taught at the same time by one teacher, or (*b*) a grant of 2*s.* on account of any girl so qualified who has attended not less than 24 hours, and has spent not less than 12 of those hours in cooking with her own hands in a class in which not more than 12 scholars are taught at the same time by one teacher. A girl attending this class should receive concurrently some instruction in domestic economy.

(*a.*) Where the inspector reports that special and appropriate provision has been made for the practical teaching of laundry-work by a teacher recognised by the Department as qualified to teach that subject, a grant of 2*s.* is made on account of any girl presented for examination in the fourth or any higher Standard, or who has previously been presented in Standard VI.,

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† Thus on account of a candidate who obtains the merit certificate, not having previously passed in any stage of the specific subject chosen, 12*s.* will be allowed while, if the candidate has already passed in one stage of the subject, 8*s.* will be allowed.

‡ *See* Directory of Science and Art Department (1893), p. 29, regulation 11. "No pupil in an elementary school, receiving aid from the Scotch Education "Department, may be presented for examination by the Department of Science and Art "or registered in any subject of science until he has passed Standard VI. of the "Scotch Code: * * * *

"No pupil of an Elementary School may be presented for examination by the "Department of Science and Art in any subject in which he has been examined, "since the preceding 1st August, by the Scotch Education Department for a class "or specific subject grant."

who has attended not less than 20 hours during the school year at a laundry class of not more than 14 scholars. This grant is not made on account of any girl who is presented for examination in more than one specific subject (Article 21 (*a.*)), or more than two specific subjects (Article 21 (*b.*)), but a grant may be also claimed on her account for cookery or dairy work.

(*b.*) Where the inspector reports that special and appropriate provision has been made for the practical teaching of dairy work by a teacher holding a certificate recognised by the Department, or otherwise recognised by the Department as competent to teach dairy work, a grant of 4*s.* is made on account of any girl presented for examination in the fourth or any higher standard, or who has previously been presented in Standard VI., who has attended for not less than 20 lessons, of at least two hours each, a class of not more than 14 scholars. This grant is not made on account of any girl who is presented for examination in more than one specific subject (Article 21 (*a*)), or more than two specific subjects (Article 21 (*b*)), but a grant may be also claimed on her account for cookery or laundry work.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* if above, or one hour and a half† if under, seven years of age; nor attendance at an evening meeting for any scholar who has been under similar instruction less than one hour.

(*a.*) Between the 1st of November and 1st of March, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.

(*b.*) Two consecutive hours are reckoned as an attendance and a half in the case of—

(1.) Scholars who have passed the 3rd Standard‡ and are—

(*a.*) Employed under any half-time Act.

(*b.*) Over 10 years of age and certified by the managers to be prevented from giving full attendance at school in consequence of being beneficially and necessarily employed at work during school hours.

(2.) Scholars residing two miles or upwards from a suitable State-aided school.

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* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

‡ Education (Scotland) Act, 1883, § 8: "Passing a standard within the meaning " of the two immediately preceding sections signifies passing in each of the three " subjects of reading, writing, and elementary arithmetic, as prescribed for the re- " spective standards of examination by the minutes of the Scotch Education Depart- " ment regulating the administration of the parliamentary grant for Education in " Scotland for the year one thousand eight hundred and eighty-three, or for any " subsequent year."

Provided that the attendances shall not be so reckoned in the case of any scholar who has not attended at least 150 times in the course of the school year; and that the additional attendances shall be limited to such a number as, when added to the number of actual attendances, will give a total equal to three-fourths of the number of attendances which such scholar could have made during the year.

24. Attendance of boys at military drill, or swimming lessons, under a competent instructor, or of girls at lessons in practical cookery, laundry, or dairy work, approved by the inspector, may, in a day school, be counted as school attendance for not more than 40 hours in the year, and (*in the case of drill and swimming lessons*) two hours a week.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Standards of Examination.**

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.**	Easy book, not confined to words of one syllable.	Reading, easy narrative.	Improved reading of plain narrative.	Reading with expression a passage from a history or other book in use in the school.	Reading with expression a short passage of prose or of poetry.	Reading with improved expression.
Writing.	A line from the same book, copied in large or half text, on slates or in copybooks, at option of managers.	(*a*) A short sentence, of not more than three lines, from the same book, slowly read out once, and then dictated word by word. (*b*) Writing large or half text: copybooks to be submitted.	(*a*) Five lines from the same book, slowly read out once, and then dictated by a few words at a time. (*b*) Fair small-hand, with capital letters, and figures, to be shown in copybooks.	(*a*) Eight lines slowly read out once, and then dictated from the same book. (*b*) Improved small-hand, to be shown in copy-books.	Writing from memory the substance of a short story or narrative read out twice by the Inspector; spelling, grammar, and handwriting to be considered.	A short letter on a subject to be prescribed by the Inspector. The form of composition, spelling, grammar and handwriting to be considered. *N.B.*—An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.
Arithmetic.†	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 10,000. Simple addition and subtraction of numbers of not more than ten figures. In addition, not more than eight lines to be given, with not more than four figures in each line. Multiplication by single figures up to 6.	Notation and numeration up to 1,000,000. Four simple rules. Addition and subtraction of money.	Compound rules and reduction of money. Addition and subtraction of vulgar and decimal fractions. Tables of common weights and measures.‡	Simple practice, bills of parcels, and simple proportion; easy sums in the four elementary rules of vulgar and decimal fractions. The principles of the metric system of weights and measures and of decimal coinage.	Compound proportion, vulgar and decimal fractions, and simple interest. Revisal of the work of previous standards with more difficult examples.

* Scholars may be examined in the work of any standard lower than that in which they are presented.

** Reading with intelligence will be required in all the standards and increased fluency and expression in the successive years. It will be tested in the ordinary class books, if approved by the Inspector; but these books must be of reasonable length and difficulty, and unmarked. If they are not so, books brought by the Inspector will be used. All standards must have, at least, two sets of reading books, one of which may be a manual of history or geography, of sufficient length and difficulty to serve as a reading book.

† The work of girls will be judged more leniently than that of boys. The Inspector may examine scholars in Mental Arithmetic, suitable to their respective standards, in order to test their readiness and accuracy.

‡ The tables to be learned include those weights and measures only which are in ordinary use, viz.:—

Weight.—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.

Length.—The mile, furlong, chain, rod or pole, yard, foot, and inch.

Area.—The square mile, acre, rood, pole or perch, the square yard, foot, and inch.

Capacity.—Quarter, bushel, peck, gallon, quart, and pint.

Time.—Year, month, week, day, hour, minute, and second.

The questions set will be such as need not involve the use of fractions.

29. A certificate of merit will be granted by the Department to any scholar over 13 years of age, who satisfies the inspector that he has attained a standard of thorough efficiency in the three elementary subjects (Article 28) as well as in the class subjects (at least two) professed in the school, and who at the same time passes an examination embracing all the stages of one specific subject or two stages of two specific subjects.

The managers will furnish a list (on a schedule supplied by the Department on special application by the managers) of the scholars to be presented for merit certificates; and the teacher must certify to the character and conduct of each pupil admitted to the examination.

The merit certificate will attest thorough efficiency in the three elementary subjects, and will state the specific and class subjects taken by the scholar to whom it is granted. No merit certificate will be issued to a scholar who has not mastered all the standards set forth in Article 28, or who does not show ease and fluency in reading, considerable facility in writing and composition, and the power of applying the rules of arithmetic in a way likely to prove useful in the common affairs of life. Some test of mental arithmetic may also be applied.

30. } *Lapsed Articles.*
31. }

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19 to 22) may be reduced,*—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 13), by its excess above the income† of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where "a School rate of not less than 3*d.* in the pound, on the "rateable value of the parish has been levied," (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889) this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the inspector's report, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding of class-rooms, or for untidy state of rooms or offices, or (after six months'

* The conditions of this Article do not apply to grants under Article 20.

† *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department, as educational.

notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 30 (or fraction of 30) scholars over three years of age in average attendance, after the first 60,—

A deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 15 scholars out of every 30 for whom a pupil-teacher is required but not provided.*

2. A certificated (Article 43) assistant teacher, is sufficient for a further average attendance of 70 scholars; an assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*), for 50 scholars; and an assistant teacher fulfilling the conditions of Article 79 (*c.*), for 40 scholars.

3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the inspector, accepted as equivalent to a pupil-teacher.

(*d.*) By one twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)). This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (*c*).

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17 (*g.*)),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(*c.*) A time table. This must be approved by the managers and signed by Her Majesty's Inspector, and must show the hours of instruction in the various elementary class and specific subjects, and also the hours given to the instruction of pupil-teachers and monitors, and the subjects of their instruction.

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

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* According to this rule,—

(1.) No pupil-teacher is required when the average attendance does not exceed 60.

(2.) One pupil-teacher is required when it exceeds 60 but does not exceed 90.

(3.) Two pupil-teachers are required when it exceeds 90 but does not exceed 120, and so on, but see Article 70 (*g*).

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, monitors, and pupil-teachers, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, visits of the compulsory officer, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the inspector's report, after his annual visit, or any visit made without notice, and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the ——class*, or *pupil-teacher of the ——year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the inspector's report. The correspondent or two of the managers must sign this entry, which settles the school staff for the year (Article 13).

40. The inspector will call for the log-book and portfolio at every visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

Section II.

Teachers referred to in the preceding Section.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Provisionally certificated teachers. (*c.*) Assistant teachers. (*d.*) Pupil-teachers.

42. Lay persons alone can be recognised as teachers; but this condition will not apply to any person to whom a certificate is granted under Article 66.

Certificated Teachers.

43. In order to obtain certificates, candidates must be examined twice (Article 44), and must undergo probation by actual service in school (Article 51).

Examination for Certificates.

44. An examination will be held on the 10th December 1894 at the several training colleges under inspection (Article 100), and at such other centres as may be necessary. In future years it is intended to hold this examination in June or July.

The examination held by the English Education Department is accepted as equivalent to the corresponding Scotch examination.

45. A syllabus of the subjects of examination for male and female candidates respectively may be had on application to the Department.

46. The names of all candidates for the examination in 1894, not being students in any Training College must be notified to the Department before the 1st of October, and for the examination in 1895, before the 1st of May.

N.B.—It will be necessary in future to enforce this Article strictly.

47.* I.—The examination in first year's papers is open to,—

(*a.*) Students who have resided for at least one year in a Training College under inspection ; *or*,

(*b.*) Candidates who are upwards of 20 years of age, and have *either*—

been employed for not less than two years as provisionally certificated teachers (Article 60) ; *or*,

served as assistant teachers (Article 79), for at least 12 months, in day schools approved by the Department under certificated teachers, and obtained a favourable report from an inspector on their skill in teaching and reading.

II.—The examination in second year's papers is open to,—

(*a.*) Students who have passed the examination in first year's papers, and have subsequently completed a second year of residence in a Training College.

(*b.*) Candidates who have passed the examination in first year's papers, and have subsequently, while in a situation as provisionally certificated teachers, or fourth class certificated, or assistant teachers (Article 60 or 79) obtained a second favourable report from an inspector on their skill in teaching and reading.

Application for either of the reports mentioned in this Article is to be made to the inspector at his annual visit next before the examination.

(*c.*) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,† for not less than six months, in a day school, approved by the Department, satisfy the inspector of their practical skill as teachers.

Candidates who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the authorities of their college, or by the managers of the school in which they last served.

48. Graduates (Article 47 II. (*c*)) are not required to take any papers save those on School Management (*i.e.*, the School Management paper for second year students, and a special paper for graduates (Article 28, and Schedule I., columns 4–7)), which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

49. A list is published showing the successful candidates, arranged in three divisions in the first year, and three divisions in the second year.

50. The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

Probation.

51. Candidates for certificates, after successfully passing the examination in second year's papers, must, as teachers continuously engaged in the same schools, obtain two favourable reports from an inspector, with an interval of one year (Article 13) between them; and, if the date when the first of these reports is due (Article 13) be not preceded

* This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

† This course may be taken (1) after graduation ; (2) in the interval between two University sessions; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 24 weeks, and must take such part in the general work of the school as will enable him to become fully acquainted with its organisation and methods of teaching.

by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required. If the second (or third) report is favourable a certificate is issued.

52. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

Certificates.

53. Certificates are issued of three classes. No certificate is originally issued above the second class.

Certificates of the First and Second Class.

54. Candidates who are placed by examination in the first division of the second year (Article 49), graduates examined under Article 47 (*c*), and certificated teachers who subsequently become graduates in Arts or Science of any University in the United Kingdom receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

(*b.*) Teachers holding parchment certificates of the first class have no entry made thereon, but are entitled to claim from the managers a certified copy of the inspector's annual report as soon as it has been entered in the log book.

Certificates of the Third Class.

55. Candidates who are placed by examination in the second or third division of the second year (Article 49), receive certificates of the third class, which can be raised by good service only.

Provisionally Certificated Teachers.

56. *Lapsed Article.*

57. Provisional certificates do not entitle the teachers to have the charge of pupil-teachers.

58. *Lapsed Article.*

59. *Lapsed Article.*

60. Pupil-teachers who have completed their engagement with credit and have passed in the first class in the Queen's Scholarship examination, may, if specially recommended by the inspector, on the ground of their practical skill as teachers, be provisionally certificated (higher grade) for immediate service in charge of schools which have an annual average attendance of not more than 60* scholars; and pupil-teachers and others who satisfy the conditions of Article 79 may, with the special sanction of the Department, be provisionally certificated (lower grade) for immediate service in charge of schools which have an annual average attendance of not more than 30* scholars.

61. In the case of teachers provisionally certificated of either grade, after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 43) or are *ipso facto* cancelled. Before appointing a teacher under Article 60 managers should ascertain from the Department whether he is provisionally certificated in either grade, and also the date on which his certificate will be cancelled.

(*a.*) The provisional certificate is confined to an entry of the name in a register kept by the Department, and does not involve the issue of any certificate.

* If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

62. The managers of several schools may combine to employ an organizing teacher to superintend the certificated teachers of those schools (*see footnote to Article* 32 (*a*)).

Future Rating of existing Certificates.

63. *Lapsed Article.*

64. Certificates of the second or third class will be open to revision at the end of 10 years' service from the date of their issue, or of their last revision.

65, 66. *Lapsed Articles.*

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organization, discipline, instruction, and registration.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has informed the teacher of the charges against him, and given him an opportunity of explanation.

Pupil-teachers.

70. Pupil-teachers are boys or girls employed to serve in a day* school on the following conditions, namely :—

(*a*.) *That the school* is reported by the inspector to be—

1. Under a duly certificated teacher (Articles 43 and 57).
2. Held in suitable premises (Article 17 (*c*)).
3. Well furnished and well supplied with books and apparatus.
4. Properly organized and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b*.) That at the date of their engagement the pupil-teachers be not less than 14 years (completed) of age; if 15 years (completed) of age, pass an examination in the subjects specified in the First Schedule, for the end of the first year; and if 16 years (completed) of age, for the end of the 2nd year.†

(*c*.) Be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d*.) Be presented to the inspector for examination at the time and place fixed by his notice (Article 11).

(*e*.) If engaged for the full period, shall at the end of the first, second, or third year produce the certificates and pass an examination in the subjects specified in Schedule I.; and, in the fourth year, pass the final examination (Article 91), and produce the same certificates of health, character, and conduct, as are required for the third year; if for a reduced period of apprenticeship (Article 70 (*b*)) produce the certificates and pass the examinations corresponding to the respective later years.

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* Pupil-teachers may not be employed in an evening continuation school.

† Prospective candidates for apprenticeship should be selected by the managers by competition from the monitors or elder pupils showing a general aptitude for the teaching profession, and until the vacancy actually occurs the selected candidates should receive special instruction relative to the requirements of the First Schedule. The selection should be made early in the school year, and the competition openly announced in the school.

Managers should, in accordance with Article 91, notify to the Department the names of pupil-teachers who will attend the Queen's Scholarship examination.

The final examination of pupil-teachers will be the Queen's Scholarship examination (Article 91) next preceding the termination of their engagements. This examination may be deferred for a year, but in that case the pupil-teacher must, during or at the end of the last year of his engagement, give evidence of satisfactory progress in study, and the engagement must be extended under paragraph 4 of the memorandum of agreement until 30th June preceding the date of the examination (Article 91), or, failing such extension, the pupil-teacher must until that date attend a central school sanctioned by the Department as adequately equipped for the preparatory training. A candidate who has failed once may be recognised for a year as equivalent to a pupil-teacher. Candidates who twice fail to pass the Queen's Scholarship examination (Article 91) will not be examined again.

(*f.*) *That the managers* enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy of this memorandum is sent to the managers for every candidate approved by the Department, and unless duly completed does not satisfy Article 32 (*c*).

(*g.*) That not more than *two* pupil-teachers (or *three*, if one be under Article 19 B. 3.) are engaged in the school for every certificated teacher serving in it.

(*h.*) When the average attendance exceeds 150, a second adult certificated or assistant (Article 79) teacher will be required.

(*i.*) Two *stipendiary monitors* will be allowed—

1. In place of a *third* pupil-teacher required by Article 32 (*c*); or
2. If less than three pupil-teachers are required by Article 32 (*c*), to fill, for two years, the place of *one* of them.

(*k.*) *Stipendiary monitors* must—

1. Be not less than 12 years of age at the date of their appointment;
2. Be recommended by the Inspector, at his annual visit, (Article 11), after then passing the examination in reading, writing, and arithmetic for Standard V. or VI.;
3. Pass the examination for the next higher Standard, or (if admitted after passing Standard VI.) for the Merit Certificate (Article 29).
4. Be paid a stipend fixed by the managers;
5. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement, and confines itself to ascertaining, prior to the engagement of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher, or stipendiary monitor, which occur in the course of any year (Article 13) must not be filled up until after the next examination by the inspector.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70(*f*)) will not be issued by the Department to the managers until the inspector's report has been examined.*

75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of pupil-teacherships which have become vacant during a current year (Article 13), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination prior (Article 77) to permanent engagements; and

(*b.*) That the vacancies are duly reported to the Department (Article 17 (*e*)), and have been occasioned by causes which are accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 13) works a forfeiture under Article 32 (*c*).

77. The qualifications and certificates required of candidates for engagement, and of pupil-teachers in each year of their service, are regulated by the First Schedule annexed to this Code.

Pupil-teachers who have successfully completed their engagement.

78. At the close of their engagement† pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in schools (Article 79), or may be admitted into a training college (Article 91), or may be provisionally certificated for immediate service in charge of small schools (Article 60).

Assistant Teachers.

79. (*a.*) Pupil-teachers who have completed their engagement with credit (having passed the Queen's Scholarship examination) and candidates, not having been pupil-teachers (Article 93 (*c*)), who have passed in the first or second class in the examination referred to in Article 91;

(*b.*) Graduates of any university in the United Kingdom, and women over 18 years of age who have passed examinations recognised by the Department;‡

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* *See* note to Article 70*b*.

† Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 (*f*)), will not be recognised under Article 60 or 79.

‡ The examinations recognised at the present time are:—

The Leaving Certificate Examination of the Scotch Education Department; provided that certificates in the Higher Grade are obtained in at least two subjects, or a certificate in the Higher Grade in one subject, with certificates in the Lower Grade in at least two subjects.
The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The University of London Matriculation Examination.
The Durham Examination for Senior Candidates not Members of the University.
The Dublin Senior Examination for Women.
The Edinburgh Local Examination for Senior Certificate.
The Glasgow Local Examination for Senior Certificate.
The Glasgow Local Examination for Certificate in Degree Subjects.
The Glasgow Local Examination for Higher Certificate.
The Aberdeen Local Examination for Senior Certificate.
The Aberdeen Higher Certificate for Women.
The St. Andrew's Local Examination for Senior Certificate.
The St. Andrew's L.L.A. Examination for Women.

(*c.*) Candidates not having been pupil-teachers, who have passed in the third class in the Queen's Scholarship examination ;

may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

80. Such assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 13) may be supplied by the appointment of temporary monitors, pursuant to Articles 74, 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

(*a.*) Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

Part II.

TRAINING COLLEGES.

Section I.

83. A training college includes—

(*a.*) A college for instructing candidates for the office of teacher ;

(*b.*) A practising school, in which such students may learn the exercise of their profession ; and

(*c.*) In some cases, a hall in which the students are boarded and lodged.

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff.

Section II.

Grants to Training Colleges.

85. Annual grants are made to practising schools (Article 83 (*b.*)) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of 100*l.* for every master, and of 70*l.* for every mistress, who, having been trained in such college as a Queen's scholar (Article 96) during two years—

(*a.*) completes the prescribed period of probation (Article 51), and becomes qualified to receive a certificate as a teacher in a school to which annual grants may be made, or in a training college ;

(*b.*) is reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories.

87. *Lapsed Article.*

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (*c*).

Exception :—

This Article is not applied to a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(*a.*) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as

the Department may require, *plus* 75 per cent. of such a sum as, when added to the bursaries paid to the Queen's scholars by the managers of the college, will make up the sum of 23*l.* for each non-resident male, and 17*l.* for each non-resident female Queen's scholar.

(*b.*) 50*l.* for each male, and 35*l.* for each female, Queen's scholar (Article 96), attending for continuous training throughout the year for which it is being paid.

90. The annual grant to each college is paid as follows:—

(*a.*) An instalment of 12*l.* (males), or 8*l.* (females) is paid on 1st March, 1st June, and 1st September, in respect of every Queen's scholar (Article 96) attending for continuous training throughout the year.

(*b.*) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (*a*) to be exceeded.

(*c.*) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

Section III.

Admission into Training Colleges.

91. An examination of candidates for admission, called the "Queen's Scholarship Examination," is annually held at each college and at such other centres as are necessary. There will be two examinations this year, one on Tuesday the 3rd July and three following days, the other on the 18th December and three following days. In future years there will be one examination only, which will be held in December.

The names of all candidates for the July examination must be notified to the Department before the 1st of May, and for the December examination before the 1st of October.

The examination held by the English Education Department is accepted as equivalent to the corresponding Scotch examination.

92. The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

A syllabus may be had on application to the Secretary, Scotch Education Department, Dover House, Whitehall, S.W.

93. The candidates attending the examination at any training college are selected, and admitted to the examination, by the authorities of each college on their own responsibility, subject to no other conditions, on the part of the Department, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 86 (*a*) or (*b*).

(*b.*) are pupil-teachers entering for their final examination under Article 70 (*e*).

(*c.*) not having been pupil-teachers, will be more than 18 years of age on the 1st of January next following the date of the examination. This article will apply to pupil-teachers whose engagement may have been determined under section 6 of the memorandum of agreement (Article 70 (*f*)), without discredit to themselves, and for reasons approved by the Department.

Candidates who are not examined at any training college will be required to attend at centres of which they or the managers of their schools will be informed by the Department.

(*d.*) Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.

94. The successful candidates are arranged in *three* classes in order of merit.

(*a.*) A place in the *third* class qualifies for employment as an assistant teacher (Article 79); but not for admission to a training college, or for a provisional certificate (higher grade) (Article 60).

95. The authorities of each college may propose to the Department for admission any candidate who has obtained a place in the first or

second class in the Queen's Scholarship Examination (Article 94). If the number of candidates applying for admission is larger than the number of vacancies in any college, the candidates should be admitted in order of merit according to the Class List (Article 94).

96. Such candidates when admitted are termed *Queen's scholars.*

97. Before candidates are admitted—

(*a.*) The medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity ; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 93 (*a*).

98. The authorities of each college settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

Section IV.

Examination of Students in Training Colleges.

100. An examination of the students will be held in December at the several colleges. This examination will commence on Monday the 10th of December, at 2 p.m.

In future years it is intended to hold this examination in June or July.

101. No student may be presented for examination except such as, at the date of their admission, satisfied Article 93, and have been under instruction throughout the whole year. No such student may be left out.

102. The students have a different examination according as they are males or females, or are at the end of a first or second year of training.

(*a.*) Queen's scholars (Article 96) may, with the consent of the authorities of their training college, attend during the *winter session* of each year of their instruction in such college, one or more of the classes in a Scotch University, approved by the Department. If they attend any of these classes the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(*b.*) The examination for certificates, in the subjects taught in these classes, will be conducted by a board of examiners composed of professors in the Scotch Universities and Her Majesty's Inspectors of schools.

(*c.*) Those candidates who at the Queen's Scholarship examination are placed in the first class, and pass with credit in certain subjects (Latin, Greek, French, German, Mathematics, or School Management), will be specially indicated in the class list (Article 94); and the university fees (Article 102 (*a*)) during each year of their instruction in such college, and for one year thereafter, of such of them as become Queen's scholars, may be treated as part of the college expenditure under Article 89.

During the third year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed 12*l.*

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

104. Students who pass successfully through their course of training receive special mention thereof (*stamp*) on their certificates.

105. *Lapsed Article.*

PART III.

SPECIAL PROVISIONS.

106–112.—*Lapsed Articles.*

Certificates of Proficiency under any Labour Act and of ability to read and write and of a knowledge of elementary arithmetic under the Education Acts, 1872 *to* 1883.

113. Such certificates will be granted after an examination held by one of Her Majesty's Inspectors of schools, or his assistant. No separate examination of individual children will be held for the purpose.

(*a.*) The Inspector, after his yearly visit (Article 11) to a school, will grant such certificates as may be required for children who have reached the standards prescribed by, or pursuant to the provisions of, the Education (Scotland) Acts, 1872 to 1883, the Factory and Workshop Act, 1878, or any other Act regulating the education of children employed in labour.

(*b.*) Certificates will be issued for those scholars only who pass in all the three subjects in the prescribed standard, or in a higher standard.

14. For the purpose of these certificates the Inspector or his assistant will examine—

1. Any scholars in the school:
2. Other children, not being scholars in the school, allowed by the managers to attend the examination.

115. When the candidates for such certificates in a district are more than 15 in number, application for a *special examination* may be made by the school board, subject to the following regulations:—

(*a.*) The application shall be sent *to the Inspector for the district* not less than 20 days before the date at which it is desired that the examination should be held.

(*b.*) The school board must specify the number of children to be presented for examination, and must undertake—

That all children within their district for whom certificates are needed will be allowed to attend the examination; and

That a convenient room will be provided for the examination on such day, and at such hour, as shall be fixed by the inspector.

116. The special examination may also be attended by any child above 10 years of age who, having failed to pass at the examination of its school, in one or more of the three subjects in either of the standards (3rd and 5th) prescribed for partial or full time employment, wishes to be examined again for the purpose of obtaining a certificate.

(*a.*) A child cannot be examined a second time until three months have elapsed since the date of the examination at which it failed, and must on each occasion be examined in all the three subjects of the standard in which it is presented.

117. The inspector will not grant certificates to individual children. He will forward to the managers of each school at which he has held an examination, and to the school board in the case of each *special examination*, a schedule showing the results of the examination of each child, and deputing the teacher of the school, or an officer of the school board, to grant certificates to such children as have passed successfully.

CHAPTER II.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity at the date (9 May 1862) when the minutes* relating to pensions were cancelled:—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(*c.*) Have, as a rule, been employed continuously since the 9th of May 1862, as principal or assistant teacher in elementary schools, or in training colleges.

(*d.*) Be recommended by Her Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) Pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(4.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(5.) The maximum† number and value of pensions receivable at one time, in Scotland, will be as follows:—

		£
73	5 pensions of 30*l.* each	150
	28 pensions of 25*l.* each	700
	40 pensions of 20*l.* each	800
		1,650
	Donations and special gratuities (each year)	100
		£1,750

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.‡

(6.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

CHAPTER III.

TECHNICAL SCHOOLS.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

(*a.*) The resolution must be published at least once in not less than two newspapers circulating in the district.

(*b.*) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.

* Minutes of 25th August and 21st December 1846, and 6th August 1851.

† Minute of 16th March 1893 ‡ Minute of 16th June 1884.

(*c.*) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state—

(*a.*) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.

(*b.*) The subjects, other than those for which a grant will be claimed from the Science and Art Department, which are to be taught in the school.

(*c.*) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school, other than the branches of Science and Art, with respect to which grants are for the time being made by the Department of Science and Art, or any other subject which may for the time being be sanctioned by that Department, must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

CHAPTER IV.

RELIEF OF FEES.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available shall be distributed to School Boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 & 36 Vict. c. 62. s. 67), and to the managers of other day schools conditionally entitled to share in that grant, provided that such School Boards and such managers shall conform to the conditions herein-after set forth.

129. The distribution shall be made in proportion to the average attendance of each school as shown by the annual returns for the school for the school year ending between the 31st day of March 1894 and the 28th day of February 1895 (inclusive).

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April 1894 and 31st March 1895, make one or more pay-

ments on account of the amount accruing to each school under the preceding article.

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the Grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school over and above such payment or payments on account as may have already been made.

133. The following condition shall be observed by the managers of all State-aided schools sharing in the Grant in respect of such schools, and by the School Boards in respect of the school provision in the public schools of their district :—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A School Board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the Standards.

135. A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a School Board, the payments due in respect of all the schools under the management of the Board may be made to the Treasurer of the School Board.

137. Any school, which may after 1st April 1894 be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Grant for the financial year ending 31st March 1895, but only in proportion to the period of the financial year during which it may be on such list.

CHAPTER V.

REVISION OF CODE.

138. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

139. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

140. The schedules and notes annexed to the Code shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 138 and 139.

(Signed) ROSEBERY,
Lord President of the Council.

GEORGE OTTO TREVELYAN,
Vice-President of the Committee of Council on Education in Scotland.

HENRY CRAIK,
Secretary.
Scotch Education Department,
10th April, 1894.

SCHEDULES.

I.—CERTIFICATES and CURRICULUM of PUPIL-TEACHERS prior to and during their ENGAGEMENT.

II.—FORM of MEMORANDUM of AGREEMENT.

III.—NEEDLEWORK.

IV.—TABLE of SPECIFIC SUBJECTS of SECULAR INSTRUCTION.

V.—CLASS SUBJECTS.

FIRST SCHEDULE - - -

CERTIFICATES AND CURRICULUM OF PUPIL-TEACHERS

—	1 Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.
Preliminary.	Certificate from medical practitioner in a form prescribed by the Department.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	Candidates must have obtained a in the three elementary subjects in two class or specific subjects.	
1st Year -	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read with fluency and ease, and to repeat 50 lines of poetry with just expression and knowledge of the meaning.	Grammar, parsing, analysis, etymology, and to write a short essay.
2nd Year	Same as for first year, together with a certificate *from a medical practitioner, in a form prescribed by the Department.*	Same as above - -	To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	More advanced grammar and composition.
3rd Year	Same as for first year.	Same as above - -	To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature; and to write an original composition.
4th Year (Queen's Scholarship Examination, Article 91).	Same as for first year.	Same as above - -	To read as above; and to recite 100 lines of Shakespeare, Milton, or Scott, with clearness and expression, and knowledge of meanings and allusions.	Recapitulation of the preceding exercises.

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 9 of this Schedule.

Female pupil-teachers, before engagement, must satisfy the inspector that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework. They will be expected, at the end of each year, to perform an exercise in needlework.

A pupil-teacher employed under Article 19 B 3 shall, in addition to the other subjects of examination, be liable to examination by the Inspector in Gaelic reading, translation, and composition.

Note.—Except where pupil-teachers attend efficiently conducted central classes the original note-books and exercise books used by them in connexion with their special instruction (*see*

FIRST SCHEDULE.

PRIOR TO AND DURING THEIR ENGAGEMENT.

(*Continued on next page.*)

—	5. Arithmetic and Mathematics.		6. Geography.	7. History.
	merit certificate, or must pass an examination as prescribed for Standard VI. (Article 28), and one of which must be English.			
	Boys.	Girls.		
1st Year -	Proportion, fractions, interest, averages, per-centages, and stocks.	Proportion and fractions.	The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this and the following years.)	Outlines of British history, from Julius Cæsar to the accession of the Tudors.
2nd Year -	Arithmetic generally. Euclid, Bk. I., with very simple deductions. Algebra to simple equations inclusive.‖	Arithmetic generally.	Europe and British India. Latitude and longitude. Climate and productions of the British possessions.	From 1485 to 1688, with special reference to Scottish history.
3rd Year -	Arithmetic generally. Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.¶	Arithmetic generally. Algebra to simple equations inclusive.‖	Geography of the world generally, with special reference to British Isles and British possessions. More advanced physical geography.	From 1688 to the present time.
4th Year - (Queen's Scholarship Examination, Article 91.)	Arithmetic generally. Euclid, Bks. I., II., III., IV., and the first nine propositions of Bk. VI. with simple deductions. Mensuration of plane surfaces. Algebra to quadratic equations inclusive.¶	The same as above. [For the purposes of Article 102 (*c.*) girls in addition to the above may take the papers in mathematics set for boys.]	Recapitulation of the preceding. Prizes.—*See Col.* 12, *Note III.* Passes with credit.—*See Col.* 12, *Note IV.*	Recapitulation of the preceding. Passes with credit.—*See Col.* 12, *Note IV.*

Second Schedule, section 5) along with the marked papers of any examination held by the teacher in any subject of the pupil-teachers' course for the year should be preserved, and will be called for by Her Majesty's Inspector on the occasion of his annual visit or any visit without notice. *See* Articles 19 E, 32 (*b*), and 34. Such examination should be held at least quarterly under the supervision of the managers, and the results should be noted in the log-book.

N.B.—Gaelic-speaking pupil-teachers employed in any of the counties mentioned in Article 19 A.(1) may obtain additional marks during their apprenticeship and at the Queen's Scholarship Examination (Article 91) in a paper to be set in Gaelic (*see* column 12). During apprenticeship the subject must be studied in accordance with a graduated scheme to be approved by Her Majesty's Inspector.

‖ Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root and simple equations of one unknown quantity, with easy problems.

¶ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities and quadratic equations involving one unknown quantity with easy problems.

FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

continued.]

—	8. Teaching.	9. Music.	10. Languages.
1st Year	To conduct a class in reading or writing.	*Staff Notation.* Notes, their shape and relative value. The treble and bass staves. The scales of C, G, and F major. Intervals found in the major scale. Minims, crotchets, quavers, and equivalent rests, $\frac{2}{4}\frac{3}{4}\frac{4}{4}\frac{2}{2}\frac{3}{2}\frac{4}{2}$ time. *Tonic Sol-fa Notation.* The common major scale, its structure and intervals. The standard scale of pitch. Mental effects, and how they are modified. Accent. Two, three, and four pulse measure. Whole pulse notes, half pulse notes and continuations, and rests of the same value.	The examination of pupil-teachers in languages will be conducted according to the following course:— The 1st and 2nd years' study laid down in Schedule IV.
2nd Year	To give an object lesson or conduct a class in reading, writing, or mental arithmetic, and to answer questions on method.	*Staff Notation.* All the major scales and signatures. Dotted notes. Tied notes. Semiquavers, Triplets, $\frac{3}{8}\frac{6}{8}$ and $\frac{9}{8}$ time. *Tonic Sol-fa Notation.* First removes of key. Bridge notes. Six and nine pulse measure. Quarter pulse notes and rests. Thirds of a pulse.	The 3rd year of study laid down in Schedule IV.
3rd Year	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), to prepare notes of a lesson, and to answer questions as above.	*Staff Notation.* Various forms of the minor scale. The scales and signatures of A minor, C minor, D minor, E minor, and G minor. Intervals found in the minor scale. Easy transposition. Construction of tests for schools. Common musical terms. *Tonic Sol-fa Notation.* The minor scale and the intervals found in it. Names of chromatic notes. Relative pitch of keys. Construction of tests for schools. Common musical terms.	More difficult textbook, composition and grammar, with knowledge of more advanced reading book, and greater conversational facility (in modern languages), and Cæsar, Gallic War, Books II. and III. (in Latin), Xenophon, Anabasis, Books II. and III. (in Greek).
4th Year (Queen's Scholarship Examination, Article 91.)	To give a collective or class lesson on any subject taught in the school. To prepare notes of a lesson, and to answer questions as above.	*Staff Notation.* All the minor scales and signatures. Chromatic intervals. Transposition. Syncopation. Compass of voices. *Tonic Sol-fa Notation.* Chromatic intervals. Two and three removes and the tonic minor. Syncopation. Compass of voices. N.B.—Candidates may work the paper in either Notation, but not in both Notations. *Pupil-teachers are strongly recommended to acquire some practical skill in music. See Col.* 12, *Note VII.*	*See* column 12 of this schedule.

FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

11. Drawing.* (*Optional.*)	12. QUEEN'S SCHOLARSHIP EXAMINATION. Article 91. (*A syllabus of the examination to be held in December will be ready in July.*)
1. Pupil-teachers who during their engagement successfully work papers in— I. Freehand, II. Geometrical Drawing, III. Perspective, IV. Model, V. Shading from casts, are credited with marks in any future examination under Articles 44, 91, or 100. 2. The papers may be worked in any order. 3. Examinations are held— (1.) Annually at elementary schools in which drawing is taught. (2.) In *May*, at the Schools of Art and Art Classes connected with the Department of Science and Art. 4. Pupil-teachers engaged in schools at which drawing is taught should be examined at their own schools. Pupil-teachers engaged in schools at which no examination in drawing is held, and pupil-teachers attending Schools of Art or Art Classes may be examined in May. They cannot be examined *both* at their own schools and at the May examination, nor on the occasion of H.M. Inspector's visit to their school. 5. Pupil-teachers will not be examined in blackboard drawing during the term of their apprenticeship, but should prepare themselves for examination in that subject as students in Training Colleges.	I. The examination for admission to training colleges extends to all the subjects specified in this schedule. II. READING and TEACHING (*see* cols. 3 and 8).—Marks will be given to candidates who have been pupil-teachers for their practical skill in teaching. *Application for the report on the reading and recitation and teaching of teachers employed in inspected schools is to be made to the Inspector at his annual visit next before the Queen's Scholarship Examination.* III. GEOGRAPHY (Prizes).—With the view of encouraging the study of this subject, the Council of the Royal Geographical Society offer—one prize of 5*l.* and three prizes of books for males, and one prize of 5*l.* and three prizes of books for females—for those candidates who obtain the highest marks in this subject at the Queen's Scholarship Examination. IV. GEOGRAPHY and HISTORY.—Candidates who pass with credit at the Queen's Scholarship Examination in either, or both, of these subjects may, in the subsequent Examination for Certificates, omit such subject or subjects, and will be credited with the marks gained at the Queen's Scholarship Examination. *N.B.—This regulation does not apply to candidates examined before* 1892. V. DOMESTIC ECONOMY.—A paper of questions will be given to the female candidates. VI. NEEDLEWORK:— 1. The various stitches used in making and mending calico and flannel underclothing. 2. The cutting out by proportion or by measurements of a girl's chemise, drawers, and flannel petticoat. VII. MUSIC (*see* col. 9).—Additional marks will be given to candidates who pass the following examination in practical skill:— (1.) Sounding single notes, or passages of two or more notes, in a given scale, from dictation; *or*, naming such notes sounded by the examiner. (2.) Sol-fa-ing, or reading without musical intonation, a unison passage of one or more measures, in time; *or* giving the time names of such measure, or measures, recited by the examiner. VIII. Additional subjects:— Candidates may obtain marks at the Queen's Scholarship Examination for *two* of the following 14 subjects (or for *three* if marks be not claimed for drawing and practical skill in music). One of these *two* (or *three*) subjects must be a language. If only *one* subject is taken, it may be either a language or a science. (*a*.) LANGUAGES.—A paper will be set in— (1.) Latin. (3.) French. (2.) Greek. (4.) German. This paper will contain more advanced exercises in composition, grammar, and translation of unseen passages (in modern languages) from and into English, than those prescribed in col. 10, and (besides the books prescribed in col. 10) Virgil, Æneid, Book I. (in Latin), Homer, Iliad, Book I. (in Greek). (*b*.) SCIENCE SUBJECTS.—Marks will be given to any candidate who, at one of the examinations held in May of each year by the Department of Science and Art,* has passed in either the elementary stage, the advanced stage, or honours of— (5.) Mechanics. (10.) Botany. (6.) Sound, Light, and Heat. (11.) Navigation. (7.) Magnetism and Electricity. (12.) Physiography. (8.) Chemistry. (13.) Principles of Agriculture. (9.) Human Physiology. (14.) Hygiene. IX. GAELIC.—Any Gaelic-speaking pupil-teacher employed in any of the counties mentioned in Article 19 A. (1.) may, *in addition to the marks under the foregoing paragraph (VIII.)*, obtain marks in a paper to be set in Gaelic (grammar, translation, and composition). X.* DRAWING (optional).—*See* col. 11. XI. MATHEMATICS, GIRLS [Article 102 (*c*)].—*See* col. 5.

The questions and class list of the examination held in July last year can be obtained (price 6½*d.* by post) through any bookseller.

* For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to The Secretary, Department of Science and Art, London, S.W.

SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70 (*f.*)).

N.B.—For use in Public Schools under the Management of a School Board. A similar Form is supplied by the Department for use in other Schools.)

Memorandum of Agreement between the School Board of [1] _____ and [2] _____ herein-after called *the surety*, the [3] _____ of [4] _____ herein-after called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h[5] _____ heirs and executors, and the pupil-teacher, as follows:—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the [6] _____ public school of the board, or any other public school of the board to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein less than three hours (except on a half-holiday) or more than six hours upon any one day, nor more than 25 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of [7] _____ 18 ____, and, subject to the proviso in paragraph 4, shall end on the last day of [8] _____ 18[9] ____, but if the pupil-teacher passes the examination for admission into Training Colleges (*or a Scotch University*) in July (*or October*) next preceding the last-mentioned date, this engagement may end on the 31st day of the month of December (*or of October*) next following such examination, provided the pupil-teacher then enters a Training College (*or University*).

3. The board will pay to the pupil-teacher as wages [10] _____ per [11] _____ in the first year, and this sum shall be increased by [10] _____ per [11] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the board for the unexpired remainder of any year after receipt of notice from the Scotch Education Department that the pupil-teacher has failed to pass the examination or to fulfil the other conditions of a pupil-teacher, according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

4. Provided always, that if (1) the pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this agreement, or, (2) if the pupil-teacher defers the Queen's Scholarship Examination for a year in accordance with the Code, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of _____ 18__.[12]

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, of which hours not more than three shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for admission to a training college pursuant to the said Articles.

[1] Insert name of the School Board.

[2] Insert names, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.

[3] Insert father, or other relation or friend of the pupil-teacher, as the case may be.

[4] Insert name in full of the pupil-teacher.

[5] Insert his or her.

[6] Insert name of the school.

[7] Insert month as defined by Article 11 of the Code unless otherwise sanctioned by the Department.

[8] Insert name of preceding month.

[9] The term must be for four full years; or any less number of years, not under two, provided (*a*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service, Article 70 (*b*) and (*c*); and provided also (*b*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).

[10] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[11] Insert week, or as the parties may agree.

[12] Either one year or until 30th June after the second date in paragraph 2.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the board or of the surety and pupil-teacher by a written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]_____ own part, and with the privity and consent of the surety.

[5] Insert his or her.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof[13]

[13] Here insert a testing clause according to the form of the law of Scotland.

N.B.—1. This agreement must be executed *as follows, viz.:*—

(1.) By three members of the School Board, being the statutory quorum thereof.

(2.) By the surety.

(3.) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. An incomplete agreement does not satisfy Article 32 (*c.*) in the Code.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (*b.*)). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—Form of New Agreement on Change of Managers.

(N.B.—*For use in Schools* not *under the Management of a School Board.*)

MEMORANDUM OF AGREEMENT between[1] _____ within and herein-after described as *the Surety*;[2] _____ the persons within described as *the Managers*;[3] _____ and[4] _____ herein-after described as "the Managers."

[1] *The surety* in the existing Memorandum.

[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.

[3] The name, description, and address of the new Manager or Managers.

[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.

1. The said Surety and the said[2] _____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said[5] _____ had been inserted therein and signed thereto, instead of the name of the said[6] _____

[5] The new Manager or Managers.

[6] Deceased or outgoing Manager or Managers.

In witness whereof[7]

[7] Here insert a testing clause according to the form of the law of Scotland.

N.B.—This memorandum must be executed *by all the parties named in it, viz.:*—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

III.—Form for Cancelling Engagements of Pupil-teachers.

(To be endorsed on the original Memorandum.)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

Needlework.

GIRLS' AND INFANTS' DEPARTMENTS.

The material used, and the stitches of the exercises performed before the Inspector or in the garments shown to him, should not be so fine as to strain the eyesight of the children.

Below Standard I.

Needle drill.—Position drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—1. Black. 2. Red. 3. Blue.

Knitting-pin drill.

A strip knitted (15 inches by 3 inches) in cotton or wool.

Standard I.

1. Hemming, seaming, felling. Any garment, or other useful article, showing these stitches, *e.g.*, a child's pinafore, pillow-case or pocket-handkerchief.
2. Knitting. 2 needles, plain, *e.g.*, a strip, or a comforter.

Standard II.

1. The work of the previous Standard with greater skill. Any garment or other useful article as above.
2. Knitting. 2 needles, plain and purled, *e.g.*, cuffs.

Standard III.

1. The work of the previous Standards, stitching on coarse material, pleating, and sewing on strings. Garment, a pinafore, shift or apron.

Herring-bone stitch. The stitch only on canvas, or flannel.

Darning, simple. On canvas.

2. Knitting. 4 needles, plain and purled, *e.g.*, cuffs.

Standard IV.

1. The work of the previous Standards, gathering, setting-in, button-hole, sewing on button. Garment, a plain night-shirt, night-gown, or petticoat, or any garment showing these stitches.
2. Darning, plain (as for thin places), in stocking web material.
3. Knitting. 4 needles, a sock.
4. Herring-bone a patch (at least 3 inches square) on coarse flannel.

Standard V.

1. The work of the previous Standards, and the running of a tuck. Garment as in Standard IV.
2. Knitting. 4 needles, a sock or stocking, ribbed or plain.
3. Plain darning of a hole in stocking-web material.
4. Patching in calico.
5. Cutting out any garment such as is required in Standard III.
6. Marking, simple, on canvas.

STANDARD VI.

1. The work of previous Standards. Garment, a baby's night-gown, or child's frock, or any garment showing the stitches of the previous standards.
2. Darning, plain, on coarse linen.
3. Patching in print.
4. Knitting. 4 needles, a stocking or sock.
5. Cutting out any under-garment for making up in Standard IV.

NOTES.

1. Garments must be shown in each standard, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.
2. At least half as many garments should be shown as there are girls on the books in Standards I., II., and III. Each garment must be entirely made by its own Standard. In Standard IV. and upwards each girl must, if she has attended school for six months or upwards, present a garment made by herself.
3. Girls should be encouraged to cut out garments for the lower standards at least, and to fix their own work in the garments shown. Those above Standard I. will be required to "fix" and "cast on" in the exercises performed before the Inspector.
4. Girls attending cookery or laundry classes during any of the hours devoted to needlework, shall be exempt from presenting a garment to the Inspector.

PUPIL-TEACHERS (GIRLS).

First Year.

1. A chemise or a nightshirt, showing all the stitches required in Standards IV. and V.
2. A hole correctly mended (common method) in stocking material.
3. Paper patterns (cut out and tacked together) of two garments suitable for children in Standards III. and IV.
4. A sock.

Second Year.

1. An infant's nightgown or a child's frock, in mull muslin or print, showing all the stitches required in Standard VI.
2. A patch in calico, one in flannel, one in print.
3. Patterns of a boy's shirt and a woman's nightgown drawn to scale ($\frac{1}{4}$ size) on sectional paper; quantity and quality of material to be stated.
4. A stocking.

Third Year.

1. A tucked flannel petticoat or an infant's long flannel.
2. A three-cornered (or hedge-tear) darn, and a cross cut (or diagonal) darn, on coarse linen.
3. Paper patterns (cut out and tacked together) of a pair of child's drawers and a child's frock bodice.

Fourth Year.

1. A sampler in calico, showing all the stitches required in the making and mending of calico garments.
2. A sampler in flannel, showing the stitches used in the making and mending of flannel garments.
3. Diagrams on sectional paper drawn to scale ($\frac{1}{4}$ size) of a chemise (full size) and a nightshirt (full size).

NOTES.

1. In all cases the specimens, garments, and drawing shown to the inspector must be done without assistance and presented as they left the worker's hands. All garments must have been cut out by the makers.
2. The garments should be of plain simple patterns showing intelligence and good workmanship, but without elaborate detail.

FOURTH SCHEDULE.

TABLE of SPECIFIC SUBJECTS of SECULAR INSTRUCTION. (See ARTICLE 21.)

—	1. Mathematics.*	2. Latin.	3. Greek.	4. French.	5. German.	6. Principles of Agriculture (*Boys*).	7. Domestic Economy (*Girls*).
1st stage	Algebra, definitions and symbols, addition, subtraction, use of brackets, multiplication, division, easy simple equations and easy problems leading to such equations (only integral numerical co-efficients and indices) Euclid, book I., prop. 1 to 15, inclusive.	Grammar, to the end of regular verbs with simple exercises in translation.	Grammar, to the end of regular verbs. Simple exercises and translation.	Grammar, to end of regular verbs, with simple exercises in translation.	Grammar, to end of regular verbs with simple exercises in translation.	The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.	Food, its composition and nutritive value. Clothing and washing.
2nd stage	Algebra, more difficult cases of previous rules, easy involution, resolution into factors by means of standard identities, highest common factor, lowest common multiple, fractions, easy simultaneous equations of the first degree with two unknown quantities, and problems leading to such equations. Euclid, book I., with very simple deductions.	Irregular verbs and first rules of syntax. Knowledge of Delectus or other first Latin reading-book. Translation of simple sentences of English (three or four words) into Latin.	Irregular verbs and knowledge of some easy Greek reading-book. Translation of simple sentences (three or four words) into Greek.	Grammar and translation from and into English of easy narrative sentences. Ten pages of a French conversation-book approved by inspector.	Grammar, and translation from and into English of easy narrative sentences. Ten pages of a German conversation-book approved by inspector.	The principles regulating the more or less perfect supply of plant food; manures as supplemental sources of plant food.	Food, its functions. The dwelling; warming, cleaning, and ventilation.
3rd stage	Algebra, more difficult cases of previous rules, fractional and negative indices, square and cube root, quadratic equations involving one unknown quantity, and problems leading to such equations. Euclid, books I., II., and III., with simple deductions. Elements of mensuration.	The Latin Grammar. Cæsar de Bello Gallico, book I. Somewhat longer sentences to be translated from English into Latin.	The Greek Grammar. Xenophon's Anabasis, book I. Somewhat longer sentences to be translated from English into Greek.	Grammar, and knowledge of some easy French book approved by inspector. Translation of conversational sentences into French. Tolerable correctness of pronunciation.	Grammar, and knowledge of some easy German book approved by inspector. Translation of conversational sentences into German. Tolerable correctness of pronunciation.	The principles regulating the growth of crops, and the variations in their yield and quality.	Food, its preparation and culinary treatment. Rules for health; the management of a sick room.

* No requirements in this subject beyond those of the Code of 1892 will be demanded during any school year ending on or before 31st March, 1894.

Any other subject approved by the Department may be taken as a specific subject, provided that a graduated scheme of teaching it has been previously submitted, and approved.

If scientific subjects are taken they must be taught mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description, instead of by making them exercise their own powers of observation, they will be worthless as means of education.

It cannot, therefore, be too strongly impressed on teachers, that nothing like learning by rote will be accepted as sufficient for a grant, and that the Examinations by the Inspectors will be directed to elicit from the Scholars as far as possible, in their own language, the ideas they have formed of what they have seen.

In any of the counties specified in Article 21 (*a*), Gaelic may be taken as a specific subject, provided it be taught upon a graduated scheme to be approved by Her Majesty's Inspector.

The three stages of Subjects 6 and 7 may be taken in any order.

FIFTH SCHEDULE.

Class Subjects.

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
I. English. Including repetition and grammar.	To repeat 20 lines of simple verse.	To repeat 40 lines of poetry, and to know their meaning. To point out nouns and verbs. Formation of easy sentences.	Intelligent explanation of the passages read, and to point out the subject, predicate and object in easy simple sentences. Formation of longer sentences. To recite with expression 60 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy simple sentences. Greater facility in the formation of sentences. To recite with expression 80 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy complex sentences, and to show by examples the use of each of the parts of speech. To recite with expression 100 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse sentences of greater difficulty and to know the method of forming English nouns, adjectives, and verbs from each other. To recite with expression 150 lines of poetry and to know their meaning.
*II. Geography.	To explain a plan of the school and playground. The four cardinal points. The meaning and use of a map.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of Scotland. Physical geography of hills and rivers.	Physical and political geography of Scotland, with special knowledge of the district in which the school is situated.	The Physical and Political Geography of the British Isles.	The Physical and Political Geography of Europe, with British North America and Australasia.	The geography of the world generally, and specially of the British Colonies and dependencies. Interchange of productions Circumstances which determine climate.
			Standard III.	Standard IV.	Standard V.	Standard VI.
III. Elementary science. A progressive course of simple lessons on some of the following topics adapted to cultivate habits of exact observation, statement, and reasoning.	Common objects, such as familiar animals, plants, and substances employed in ordinary life.		A more advanced knowledge of the special divisions of the subject.			

* Scholars may be examined in the work of any standard lower than that in which they are presented.

1. As a rule, the examination in the class subjects mentioned in this Schedule will follow one of the courses indicated in the Schedule. But if the Managers desire, they may submit to the Inspector at his annual visit, and the Inspector may approve for the ensuing year, some progressive scheme of lessons in these subjects, suited to the requirements of the scholars. In elementary science this scheme may be so framed as to lead up to the teaching of scientific specific subjects. It may include the subjects of navigation or the elementary principles of agriculture; and a course of manual instruction, on a graduated system, may also be submitted.

2. If History is taken as a class subject a progressive scheme of lessons in it must be submitted to the Inspector at his annual visit, and approved by him for the ensuing year.

3. In Elementary Science a tripartite course is suggested for Standard III. and above. Any one of the divisions of the subject may be professed.

(*a.*) Animal.—St. III. General notions of the differences of structure of beast, bird, fish, insect, and reptile.
St. IV. Classification with habits and uses.
St. V. (Man). Circulation, respiration, and alimentation.
St. VI. (Man). Bones, muscle, brain, nerves; the organs of sight, smell, touch, hearing, and taste.

(*b.*) Vegetable.—St. III. Comparison of animal with vegetable life. General structure of a plant root, stem, flower, with specimens.
St. IV. Plant structure. Wood, bark, pith, cells. Uses of different parts of a plant.
St. V. Food and growth of plants. Exogens and endogens. Formation of different kinds of fruit.
St. VI. Principles of classification with a general knowledge of the chief orders. Germination, ferns, mosses.

(*c.*) Matter.—St. III. Matter, organic and inorganic, elementary and compound. Its three interchangeable states, solid, liquid, gaseous. The properties of matter.
St. IV. Energy indestructible. Force, inertia, momentum, gravitation, cohesion, chemical affinity, combination and decomposition. Preparation and properties of oxygen, hydrogen, nitrogen, and chlorine.
St. V. Heat. What it is: effects of: modes of; thermometer. Reflection and refraction of light; dispersion of light by a prism. Microscope; telescope.
St. VI. Magnets; kinds, structure, uses. Mariner's compass. Electricity, kinds laws; electroscope, electrophorus, telegraph. Lever, wedge, screw.

APPENDIXES.

I.—SHOWING separately (for 1894) all ARTICLES modified, and all new ARTICLES.

II.—ORDER of SECRETARY OF STATE rescinding, with consent of Scotch Education Department, an ORDER made under section 26 of the Factory and Workshop Act, 1878, and dated 15th February 1879.

III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 10th April, 1894, with respect to certain PARISHES in the COUNTIES of Ross and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

APPENDIX No. 1.

SHOWING separately (for 1894) all ARTICLES

Articles in the Code of 1893 which are modified in the Code of 1894.

6. (*d.*) * * * *
No school shall be eligible for grants if more than one third of the scholars in it pay fees exceeding ninepence a week.
* * * *

17. (*b.*) The school *is not carried on with a view to private emolument* (*Article* 5 (*b*)).

17. *Exception* :—
The teachers of evening schools need not be certificated if they are—
(1.) Pupil-teachers who satisfy the conditions of Article 60; or,
(2.) Upwards of 18 years of age (Article 42), and approved by the Inspector.

19. Footnote :—
ii. * * * *or*, if a school has been closed during the year, under medical authority, *on account of a local epidemic*, or for any unavoidable cause, a proportionate * * *

19 A. (1.) 10*s.*; or in any parish (*not burgh*) * * *

APPENDIX No. 1.

modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1894.

6. (*d.*) * * *
No school shall be eligible for grants if—
(*a*) *the average fee exceeds ninepence a week, or*
(*b*) more than one-third of the scholars in it pay fees exceeding ninepence a week.
* * *

10 (*b.*) [Addition.] *The Inspector's annual visit to an infant school may be omitted if he has paid to such school not less than two visits without notice.*

17. (*b.*) The school *must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.*

17. *Exception.* Dropped. See Code of Regulations for Evening Continuation Schools.

19. Footnote :—
ii. * * * *or,* if a school has been closed during the year, under medical authority, *as necessary to prevent the spread of epidemic disease,* or for any unavoidable cause, *intimation having been duly given to the Department at the time,* a proportionate * * * *If the school is closed on account of epidemic for x weeks, the number of meetings required will be* $\frac{46-x}{46}$ 400.

19 A. (1.) 10*s.*, or in any parish (*or burgh in which the population does not exceed* 10,000) * * *

19 A. (1.) Addition to Footnote † :—
The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character, or such as necessarily to entail prolonged absence from school.

Articles in the Code of 1893 which are modified in the Code of 1894.

19. D. (*a.*) In thinly peopled districts where the number of scholars that can be brought together at one centre is less than 20, children living more than four miles * * *

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19. E. *The sum of* 40*s.* (*or* 60*s.*) in respect of each pupil-teacher† * * who *satisfies fairly* (*or well*) *the conditions of Article* 70 (*e*).

Footnote :—

† This grant should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

21.* * * * A girl attending this class *will not be allowed to take more than one other* (*Article* 21 (*a.*)) *or more than two other* (*Article* 21 (*b.*)) *specific subjects.*

(*a.*) * * * cookery.

New, or modified, Articles in the Code of 1894.

19. D. (*a.*) In thinly peopled districts where the number of scholars that can be brought together at one centre is less than 20, children *under* 10 *years of age living more than two miles and children over* 10 *years of age* living more than four miles * * * * * *

In awarding the grants under sections (1) *and* (2) *the character of the instruction in class subjects and needlework will be taken into account.*

19. E. *A grant according to the following scale is made* in respect of each pupil-teacher† * * * who *has passed a good or fair examination at one of the examinations of pupil-teachers, or has obtained a place in the first or second class in the Queen's Scholarship Examination :—*

———	*1st Year.*	*2nd Year.*	*3rd Year.*	*Queen's Scholarship.*
For good examination -	2*l.*	2*l.*	3*l.*	5*l.* (*1st class*).
For fair examination -	1*l.*	1*l.*	2*l.*	4*l.* (*2nd class*).

Footnote :—

† This grant should *in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers. The remainder, if any,* should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

21 (*b.*) Addition to footnote :—

Scholars beyond Standard VI. will be expected to show satisfactory progress in standard subjects.

22 (formerly 21*). * * * A girl attending this class *should receive concurrently some instruction in domestic economy.*

(*a.*) * * * cookery *or dairy work.*

(*b.*) *Where the inspector reports that special and appropriate provision has been made for the practical teaching of dairy work by a teacher holding a certificate recognised by the Department, or otherwise recognised by the Department as competent to teach dairy work, a grant of 4s. is made on account of any girl presented for examination in the fourth or any higher standard, or who has previously been presented in Standard VI., who has attended for not less than 20 lessons, of at least two hours each, a class of not more than 14 scholars. This grant is not made on account of any girl who is presented for examination in more than one specific subject (Article 21 (a)), or more than two specific subjects (Article 21 (b)), but a grant may be also claimed on her account for cookery or laundry work.*

Articles in the Code of 1893 which are modified in the Code of 1894.

Grants to Evening Schools (*Articles* 106–112).

22. The managers of an evening school, if the school has met not less than 45 times in the evening in the course of a year as defined by Article 107, may claim (Arts. 108 & 109),—

(*a.*) A grant per scholar, according to the average number in attendance throughout the year (Article 26), amounting to 4*s.*, or, if the school has met not less than 60 times in the course of the year so defined, amounting to 6*s.*

(*b.*) A grant on the inspector's report of the examination of individual scholars in any of the standard, class, or specific subjects amounting to 2*s.* for each scholar passing in each subject.

(i.) No scholar may be presented for examination who has not made at least 24 attendances, since the last examination.

(ii.) No scholar may be presented for examination in a standard lower than the third.

(iii.) No scholar who has not passed the sixth standard may be presented for examination in more than two class or specific subjects, nor any scholar who has passed the sixth standard in more than three such subjects, and no scholar may be presented in any subject for the teaching of which provision is not made in the time table of the school.

No grant for cookery can be claimed for any girl who has not attended a cookery class for not less than 21 hours, and has not spent at least 12 of those hours in cooking with her own hands in a class in which not more than 12 scholars are taught at the same time by one teacher.

(iv.) No scholar may be presented for examination in any subject in which he has been examined within a year by the Department of Science and Art.

(v.) Every scholar should, as a rule, be presented in a standard or stage of a class or specific subject higher than any in which he has before been presented, whether in his present or in any former school. The inspector may require any exceptions to be specially notified and explained in writing to him, and may recommend a reduction of the grant if he considers such exceptions to be unwarranted.

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23 (*b.*) (2.) * * * three-fourths of the number of *meetings of the school* during the year.

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24. Attendance of boys at military drill, under a competent instructor, or of girls at lessons in practical cookery, approved by the inspector, may, in a day school, be counted as school attendance for not more than 40 hours in the year, and (in the case of drill) two hours a week.

New, or modified, Articles in the Code of 1894.

22. (*a.*) and (*b.*).
Dropped. *See* Code of Regulations for Evening Continuation Schools.

23 (*b.*) (2.) * * * three-fourths of the number of *attendances which such scholar could have made* during the year.

24. Attendance of boys at military drill, *or swimming lessons*, under a competent instructor, or of girls at lessons in practical cookery, *laundry or dairy work*, approved by the inspector, may, in a day school, be counted as school attendance for not more than 40 hours in the year, and (in the case of drill *and swimming lessons*) two hours a week.

Articles in the Code of 1893 which are modified in the Code of 1894.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18, *or, in an evening school, under* 12 *or above* 21, years of age.

28.—

Standard IV.	Standard V.	Standard VI.
Compound rules and reduction (money, *common weights and measures*).	* * * easy sums in the four elementary rules of vulgar fractions.	* * * and simple interest.

29. * * * and who, *in addition, has passed* an examination * * *

32. (*b.*) * * * for faults of instruction, discipline, * * *

36. * * * an entry which will specify *ordinary* progress, visits of managers, * * *

44. *Examinations are held in December of each year* at the several training colleges under inspection (Article 100), and at such other centres as may be necessary.

46. The names of candidates who desire to be examined must be notified to the Department before the first day of October preceding the examination.

47. II. (*b.*) * * * provisionally certificated teachers, or assistant teachers * * *

New, or modified, Articles in the Code of 1894.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

28.—

Standard IV.	Standard V.	Standard VI.
Compound rules and reduction of money. *Addition and subtraction of vulgar and decimal fractions. Tables of common weights and measures.*	* * * easy sums in the four elementary rules of vulgar and decimal fractions. *The principles of the metric system of weights and measures and of decimal coinage.*	* * * and simple interest. *Revisal of the work of previous standards with more difficult examples.*

29. * * * and who *at the same time passes* an examination * * *

32. (*b.*) * * * for faults of instruction, *including instruction of pupil-teachers*, discipline, * * *

34. Addition:—

(*c.*) *A time table. This must be approved by the managers and signed by Her Majesty's Inspector, and must show the hours of instruction in the various elementary class and specific subjects, and also the hours given to the instruction of pupil-teachers and monitors, and the subjects of their instruction.*

36. * * * an entry which will specify *the* progress *of the pupils, monitors, and pupil-teachers*, visits of managers, * * *

44. *An examination will be held on the* 10*th December* 1894 at the several training colleges under inspection (Article 100), and at such other centres as may be necessary. *In future years it is intended to hold this examination in June or July.*

The examination held by the English Education Department is accepted as equivalent to the corresponding Scotch examination.

46. *The names of all candidates for the examination in* 1894, *not being students in any Training College, must be notified to the Department before the* 1*st of October, and for the examination in* 1895, *before the* 1*st of May.*

N.B.—It will be necessary in future to enforce this Article strictly.

47. II. (*b.*) * * * provisionally certificated teachers, *or fourth class certificated*, or assistant teachers * * *

Articles in the Code of 1893 which are modified in the Code of 1894.

48. * * * on School Management, which will include questions to test their knowledge of elementary subjects‡ and the * * *

Footnote :—

‡ *See* Article 28, and First Schedule (Columns 4–7). Two papers must be taken, viz. : The special paper for graduates, and the School Management paper for second year students.

60. * * * with credit (*having passed satisfactorily the examination referred to in Article 91*) may, if * * *

61. * * * ipso facto cancelled.

70. (*b.*) That the pupil-teachers be not less than 14 years (completed) of age at the date of their engagement.

70. (*e.*) ***At the end of the first, second, and third year of their engagement,*** produce the certificates and pass an examination in the subjects specified in Schedule I.; and in the fourth year, pass the examination *referred to in* Article 91, and produce the same certificates of health, character, and conduct, as are required for the third year.

* * *

the preparatory training.

70. (*k.*) **2.** * * * for Standard IV., V., or VI.

New, or modified, Articles in the Code of 1894.

47. II. (*c.*) Three months altered to six months.
Footnote:—
12 weeks altered to 24 weeks.

48. * * * on School Management (*i.e., the School Management paper for second year students, and a special paper for graduates* (*Article 28, and Schedule I., columns 4–7*)) which will include questions to test their knowledge of elementary subjects and the * * *

Footnote :—
Dropped.

60. * * * with credit *and have* passed *in the first class in the Queen's Scholarship examination,* may if * * *

61. * * * ipso facto cancelled. *Before appointing a teacher under Article 60 managers should ascertain from the Department whether he is provisionally certificated in either grade, and also the date on which his certificate will be cancelled.*

70. (*b.*) *That at the date of their engagement the pupil-teachers be not less than 14 years* (*completed*) *of age; if 15 years* (*completed*) *of age, pass an examination in the subjects specified in the First Schedule, for the end of the first year; and if 16 years* (*completed*) *of age, for the end of the second year.*†

† *Prospective candidates for apprenticeship should be selected by the managers by competition from the monitors or elder pupils showing a general aptitude for the teaching profession, and until the vacancy actually occurs the selected candidates should receive special instruction relative to the requirements of the First Schedule. The selection should be made early in the school year, and the competition openly announced in the school.*

70. (*e.*) *If engaged for the full period, shall at the end of the first, second, or third year* produce the certificates and pass an examination in the subjects specified in Schedule I.; and, in the fourth year, pass the *final* examination (Article 91), and produce the same certificates of health, character, and conduct, as are required for the third year; *if for a reduced period of apprenticeship* (*Article 70* (*b.*)) *produce the certificates and pass the examinations corresponding to the respective later years.*

* * *

the preparatory training. *A candidate who has failed once may be recognised for a year as equivalent to a pupil-teacher. Candidates who twice fail to pass the Queen's Scholarship examination* (*Article 91*) *will not be examined again.*

70. (*k.*) 2. * * * for Standard V. or VI.

Articles in the Code of 1893 which are modified in the Code of 1894.

70. (*k.*) 3. * * * or (if admitted after passing Standard VI.) *in the Standards generally, and in one or more class or specific subjects* (*Article 21*) *at the end of their first year;*

91. An examination of candidates for admission is annually held at each college and at such other centres as are necessary, in summer, commencing at 10 a.m. on the first Wednesday after the 2nd of July (*5th July* 1893).

The names of all candidates must be notified to the Department before the 1st of May 1893.

95. The authorities of each college may propose to the Department for admission any candidate *declared to be admissible pursuant to Article 94* (*a*).

100. An examination of the students *is* held * * *

102. (*c.*) * * * (Latin, Greek, Mathematics, * * *).

Evening Scholars.

106. The managers of any school to which annual inspection has already been promised (Article 11) may apply in writing, before the 1st of January, to *the Inspector of the district* for an examination of their evening scholars (Article 22). This application must be renewed annually (before the same date) to the Inspector, *and not to the Department.*

New, or modified, Articles in the Code of 1894.

70. (*k.*) 3. * * * or (if admitted after passing Standard VI.) *for the Merit Certificate* (*Article 29*).

74. Footnote [New].
See note to Article 70 (b).

91. *An examination of candidates for admission, called "the Queen's Scholarship Examination," is annually held at each College, and at such other centres as are necessary. There will be two examinations this year, one on Tuesday the 3rd July and three following days, the other on the 18th December and three following days. In future years there will be one examination only, which will be held in December.*
The names of all candidates for the July examination must be notified to the Department before the 1st of May, and for the December examination before the 1st of October.
The examination held by the English Education Department is accepted as equivalent to the corresponding Scotch examination.

92. Addition :—
A syllabus may be had on application to the Secretary, Scotch Education Department, Dover House, Whitehall, S.W.

93. Addition :—
(*d.*) *Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.*

95. The authorities of each college may propose to the Department for admission any candidate *who has obtained a place in the first or second class in the Queen's Scholarship Examination* (*Article 94*). *If the number of candidates applying for admission is larger than the number of vacancies in any college, the candidates should be admitted in order of merit according to the Class List* (*Article* 94).

100. An examination of the students *will be* held * * * *In future years it is intended to hold this examination in June or July.*

102. (*c.*) * * * (Latin, Greek, *French, German,* Mathematics * * *).

106–112. Dropped. *See* Code of Regulations for Evening Continuation Schools.

Articles in the Code of 1893 which are modified in the Code of 1894.

107. Only one examination is held per annum of evening scholars in the same school, and it may be held on any day, between the 1st of January and 30th of April, that may be arranged with the Inspector, provided that the school has met the required number of times (Article 22) since the date of the last examination.

108. *If the evening school is connected with a day school, in receipt of annual grants, and the accounts of the two schools are kept as one account*, the grant for the examination of the evening scholars is paid as part of the next annual grant to the whole school (Article 13).

109. *If the evening school is not connected with a day school, in receipt of annual grants, or being so connected has a distinct and separate account*, the grant is paid as soon as possible after the 30th of April; at which date, in such cases, the evening school year is considered to end.

110. The Inspector may make arrangements for the examination, at some convenient centre, of the evening scholars of several schools.

111. A separate examination will not be held for any school, unless 20 scholars are to be presented to the Inspector. If less than 20 scholars are to be presented, they can be examined only at a collective examination (Article 110), or at the same time with the day scholars. The number to be presented must be stated in the managers' annual application (Article 106) to the Inspector.

112. The Inspector may either hold the examination himself, or entrust it to an assistant approved by the Department.

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115. * * * in a district, *not being scholars in a public or other State-aided school* are more * * *

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118. (5.)

		£
38	3 pensions of 30*l.* each	90
	14 pensions of 25*l.* each	350
	21 pensions of 20*l.* each	420
		860
	Donations and special gratuities (each year)	60
		£920

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133. * * *

No fees shall be exacted from scholars who are between 5 and 14 years of age.

New, or modified, Articles in the Code of 1894.

115. * * * in a district, are more *
* *

118. (5.)

		£
73	5 pensions of 30*l.* each	- 150
	28 pensions of 25*l.* each	- 700
	40 pensions of 20*l.* each	- 800
		1,650
	Donations and special gratuities (each year)	- 100
		£1,750

133. * * *
No fees shall be exacted from scholars who are between *3* and *15* years of age.

FIRST SCHEDULE (CODE OF 1893).

—	5. Arithmetic and Mathematics.	6. Geography.	7. History.
	Boys.		
1st Year -	- - - - -	The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this year.)	—
2nd Year -	—	—	—
3rd Year -	Arithmetic generally. Euclid, Bks. I., II., and III., with simple deductions. Mensuration. Algebra to quadratic equations inclusive.	—	—
4th Year. (Admission Examination, Article 91.)	Arithmetic generally. Euclid, Bks. I., II., III., IV., and the first nine propositions of Bk. VI. with simple deductions. Mensuration. Algebra to quadratic equations inclusive.	Recapitulation of the preceding. (*See* Note (Prizes) col. 12.)	Recapitulation of the preceding.

‖ Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root and simple equations of one unknown quantity, with easy problems which lead to them.

FIRST SCHEDULE (CODE OF 1894).

—	5. Arithmetic and Mathematics.	6. Geography.	7. History.
	Boys.		
1st Year -	- - - - -	The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this and the following years.)	—
2nd Year -	—	—	—
3rd Year -	Arithmetic generally. Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.	—	—
4th Year - (Queen's Scholarship Examination, Article 91.)	Arithmetic generally. Euclid, Bks. I., II., III., IV., and the first nine propositions of Bk. VI. with simple deductions. Mensuration of plane surfaces. Algebra to quadratic equations inclusive.	Recapitulation of the preceding. Prizes.—*See Col.* 12, *Note III.* Passes with credit.—*See Col.* 12, *Note IV.*	Recapitulation of the preceding. Passes with credit.—*See Col.* 12, *Note IV.*

Note.—Except where pupil-teachers attend efficiently conducted central classes the original note-books and exercise books used by them in connexion with their special instruction (*see* Second Schedule, section 5) along with the marked papers of any examination held by the teacher in any subject of the pupil-teachers' course for the year should be preserved, and will be called for by Her Majesty's Inspector on the occasion of his annual visit or any visit without notice. *See* Articles 19 E, 32 (*b*), and 34. Such examination should be held at least quarterly under the supervision of the managers, and the results should be noted in the log-book.

N.B.—Gaelic-speaking pupil-teachers employed in any of the counties mentioned in Article 19 A. (1) may obtain additional marks during their apprenticeship and at the Queen's Scholarship Examination (Article 91) in a paper to be set in Gaelic (*see* column 12). During apprenticeship the subject must be studied in accordance with a graduated scheme to be approved by Her Majesty's Inspector.

‖ Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root and simple equations of one unknown quantity, with easy problems.

The questions and class list of the examination held in July last year can be obtained (price 6½*d.* by post) through any bookseller.

FIRST SCHEDULE (CODE OF 1893).

10. Drawing. *Optional.*	12. Admission Examination. Article 91.
1. Pupil-teachers who during their engagement successfully work papers in freehand, geometrical, and perspective drawing are credited with marks in any future examination under Articles 44, 91, or 100. 4. Pupil-teachers engaged in schools at which drawing is taught by a qualified teacher should be examined * * * 5. Pupil-teachers will not be examined in blackboard, or light and shade drawing, during the term of their apprenticeship, but should prepare themselves for examination in those subjects as students in Training Colleges or acting teachers.	1. The examination for admission to training colleges extends to all the subjects specified in this schedule. 2. READING and TEACHING (*see* cols. 3 and 8).—Marks will be given to candidates who have been pupil-teachers for their practical skill in teaching. *Application for the report on the reading and recitation and teaching of teachers employed in inspected schools is to be made to the Inspector at his annual visit next before the Admission Examination.* 3. GEOGRAPHY (Prizes).—With the view of encouraging the study of this subject, the Council of the Royal Geographical Society offer a prize of 5*l.* and six prizes of books—three for males and three for females—for those candidates who obtain the highest marks in this subject at the Admission Examination. 4. DOMESTIC ECONOMY.—A paper of questions is given to the female candidates. 5. NEEDLEWORK.—*See* regulation for fourth year, Schedule III. 6. MUSIC (*see* col. 11).—Additional marks will be given to candidates who pass the following examination in practical skill:— (1.) Sounding single notes, or passages of two or more notes, in a given scale, from dictation; *or*, naming such notes sounded by the examiner. (2.) Sol-fa-ing, or reading without musical intonation, a unison passage of one or more measures, in time; *or* giving the time names of such measure, or measures, recited by the examiner. 7. Additional subjects:— (*a.*) LANGUAGES.—A paper will be set in (i) Latin, (ii) Greek, (iii) French, (iv) German. This paper will contain more advanced exercises in composition, grammar, and translation of unseen passages (in modern languages) from and into English, than those prescribed in col. 9, and (besides the books prescribed in col. 9) Virgil, Æneid, Book I. (in Latin), Homer, Iliad, Book I. (in Greek). (*b.*) SCIENCES.—Marks will also be given to any candidate who, at one of the examinations held in May of each year by the Department of Science and Art, has taken a first class in the elementary stage, or passed in the advanced stage of— (v.) Mechanics. (vi.) Chemistry. (vii.) Human Physiology. (viii.) Sound, Light, and Heat. (ix.) Magnetism and Electricity. (x.) Physiography. (xi.) Botany. (xii.) Principles of Agriculture. (xiii.) Navigation. (xiv.) Hygiene. Candidates may obtain marks at the Admission Examination (Article 91) for any *two* of these 14 subjects, of which one must be a language. The Gaelic paper may be taken in addition. 8. GAELIC.—Any Gaelic-speaking pupil-teacher may, at the examination for admission to training colleges, obtain marks in a paper to be set in Gaelic (grammar, translation, and composition). 9. DRAWING (optional).—*See* col. 10. 10. MATHEMATICS, GIRLS (optional).—*See* col. 5.

FIRST SCHEDULE (CODE OF 1894).

11. Drawing. (*Optional.*)	12. QUEEN'S SCHOLARSHIP EXAMINATION. Article 91. (*A Syllabus of the Examination to be held in December will be ready in July.*)
1. Pupil-teachers who during their engagement successfully work papers in— I. Freehand, II. Geometrical Drawing, III. Perspective, IV. Model, V. Shading from casts, are credited with marks in any future examination under Articles 44, 91, or 100.	I. The examination for admission to training colleges extends to all the subjects specified in this schedule. II. READING and TEACHING (*see* cols. 3 and 8).—Marks will be given to candidates who have been pupil-teachers for their practical skill in teaching. *Application for the report on the reading and recitation and teaching of teachers employed in inspected schools is to be made to the Inspector at his annual visit next before the Queen's Scholarship Examination.* III. GEOGRAPHY (Prizes).—With the view of encouraging the study of this subject, the Council of the Royal Geographical Society offer—one prize of 5*l.* and three prizes of books for males, and one prize of 5*l.* and three prizes of books for females—for those candidates who obtain the highest marks in this subject at the Queen's Scholarship Examination. IV. GEOGRAPHY and HISTORY.—Candidates who pass with credit at the Queen's Scholarship Examination in either, or both, of these subjects may, in the subsequent Examination for Certificates, omit such subject or subjects, and will be credited with the marks gained at the Queen's Scholarship Examination. *N.B.—This regulation does not apply to candidates examined before* 1892. V. DOMESTIC ECONOMY.—A paper of questions will be given to the female candidates. VI. NEEDLEWORK :— 1. The various stitches used in making and mending calico and flannel underclothing. 2. The cutting out by proportion or by measurements of a girl's chemise, drawers, and flannel petticoat. VII. MUSIC (*see* col. 9).—Additional marks will be given to candidates who pass the following examination in practical skill :— (1.) Sounding single notes, or passages of two or more notes, in a given scale, from dictation; *or*, naming such notes sounded by the examiner. (2.) Sol-fa-ing, or reading without musical intonation, a unison passage of one or more measures, in time; *or* giving the time names of such measure, or measures, recited by the examiner. VIII. Additional subjects :— Candidates may obtain marks at the Queen's Scholarship Examination for *two* of the following 14 subjects (or for *three* if marks be not claimed for drawing and practical skill in music). One of these *two* (or *three*) subjects must be a language. If only *one* subject is taken, it may be either a language or a science. (*a*.) LANGUAGES.—A paper will be set in— (1.) Latin. (2.) Greek. (3.) French. (4.) German. This paper will contain more advanced exercises in composition, grammar, and translation of unseen passages (in modern languages) from and into English, than those prescribed in col. 10, and (besides the books prescribed in col. 10) Virgil, Æneid, Book I. (in Latin), Homer, Iliad, Book I. (in Greek). (*b*.) SCIENCE SUBJECTS.—Marks will be given to any candidate who, at one of the examinations held in May of each year by the Department of Science and Art, has passed in either the elementary stage, the advanced stage, or honours of— (5.) Mechanics. (6.) Sound, Light, and Heat. (7.) Magnetism and Electricity. (8.) Chemistry. (9.) Human Physiology. (10.) Botany. (11.) Navigation. (12.) Physiography. (13.) Principles of Agriculture. (14.) Hygiene. IX. GAELIC.—Any Gaelic-speaking pupil-teacher employed in any of the counties mentioned in Article 19 A. (1) may, *in addition to the marks under the foregoing paragraph* (*VIII.*), obtain marks in a paper to be set in Gaelic (grammar, translation, and composition). X. DRAWING (optional).—*See* col. 11. XI MATHEMATICS, GIRLS [Article 102 (*c*)].—*See* col. 5.
4. Pupil-teachers engaged in schools at which drawing is taught should be examined * * *	
5. Pupil-teachers will not be examined in blackboard drawing during the term of their apprenticeship, but should prepare themselves for examination in that subject as students in Training Colleges.	

Articles in the Code of 1893 which are modified in the Code of 1894.

SECOND SCHEDULE.

4. * * * this agreement, this engagement * * *

Marginal Note 9. * * * fixed for a later year in proportion to the reduced term of service; and provided also (*b*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed); *or in any of the counties specified in Article* 19 *E., provided that* (*c*) *the candidate, having been employed in giving bilingual instruction to Gaelic-speaking children, becomes a pupil in some school sanctioned by the Department preparatory to entering a training college.*

New, or modified, Articles in the Code of 1894.

SECOND SCHEDULE.

4. * * * this agreement *if the pupil-teacher defers the Queen's Scholarship Examination for a year in accordance with the Code,* this engagement * * *

Marginal Note 9. * * * fixed for a later year in proportion to the reduced term of service, *Article* 70, (*b*) *and* (*c*); and provided also (*b*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).

APPENDIX No. 3.

The Heading and Sections 4, 5, 6, 7, 8, and 9 have been revised.

APPENDIX No. 2.

FACTORY AND WORKSHOP ACT, 1878, 41 Vict. c. 16. ss. 26, 65, 105; and EDUCATION (SCOTLAND) ACT, 1883, 46 & 47 Vict. c. 56. ss. 6, 7.

ORDER of SECRETARY of STATE rescinding, with consent of Scotch Education Department, an ORDER made under section 26 of the Factory and Workshop Act, 1878, and dated 15th February 1879.

Whereas the effect of the Factory and Workshop Act, 1878, and of the said Order of 15th February 1879, made under section 26 thereof, was that a child of thirteen years of age could not be lawfully employed as a young person in a factory or workshop in Scotland unless such child had obtained either a certificate of having passed the standard of proficiency fixed by that Order or a certificate of having attained the standard of previous due attendance at school, likewise fixed by the same Order.

And whereas so far as concerns the employment of children of thirteen and of not more than fourteen years of age as young persons in any factory or workshop in Scotland, the effect of sections 6 and 7 of the Education (Scotland) Act, 1883, is that, notwithstanding the Factory and Workshop Act, 1878, a certificate of previous due attendance at school no longer operates as a qualification to any such child for such employment, and that such child may not be so employed without having obtained a certificate of having passed the Fifth Standard prescribed by the Minutes of the Scotch Education Department regulating the administration of the Parliamentary Grant for Education in Scotland for the year 1883, or a corresponding standard prescribed by the said Minutes for any subsequent year.

Now, therefore, I, the Right Honourable Sir Richard Assheton Cross, one of Her Majesty's Principal Secretaries of State, with the consent of the Lords of the Committee of the Privy Council on Education in Scotland, hereby rescind the said Order of 15th February 1879.

(Signed) RICHD. ASSHETON CROSS.

Home Office, Whitehall,
1st February 1886.

Approved by the Scotch Education Department.
(Signed) HENRY CRAIK,
Secretary.

APPENDIX No. 3.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 10th April, 1894, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 10th day of April 1894.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management:

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain:

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein:

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose:

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890:

And whereas a sum out of the parliamentary grant for the year ending 31st March 1894 is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts:

And whereas by a Minute of 28th February 1893 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved:—

That the Minute of 28th February 1893 is hereby withdrawn, and the following provisions are substituted therefor:—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say:

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school board districts in which the special arrangement may be adopted in such proportion and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require, special regard being paid to the reasonableness of the contribution made by the locality to the school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section four hereof, to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board or managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty-seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section forty-five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, appointed as aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

1894.

SCOTCH CODE OF REGULATIONS

FOR

EVENING CONTINUATION SCHOOLS.

Note.

The object of this Code is to encourage the development of Evening Continuation Schools, partly as a means of supplying defects in the elementary instruction of certain scholars, but still more as a means of enabling scholars who have left elementary schools to acquire something more than elementary knowledge, and especially of giving them opportunities of learning the scientific principles which underlie the employment upon which they have entered.

The restriction to pupils under 21 years of age is removed.

The methods of calculating the grant have been simplified, and by the basing of payment on the number of hours of instruction given, it is hoped that a more prolonged attendance at evening classes will be encouraged.

The schedules or schemes of instruction appended to the Code are intended only as suggestions; and my Lords desire to leave to the local authorities full freedom both of modifying these courses and of proposing others, subject to the approval of the Department.

Subject to the condition that at least one hour at each meeting is devoted to some subject or subjects mentioned in Article 2 of the Code, my Lords are anxious to encourage any means whereby these Evening Continuation Schools may be rendered more attractive and more efficient in view of the requirements of each locality, and whereby their numbers may be increased.

SCOTCH EVENING CONTINUATION SCHOOL CODE, 1894.

Articles of Scotch Code applicable to Evening Schools.

1. The Articles of the Scotch Code, so far as they are set out in the Appendix to this Code, shall apply to Evening Continuation Schools.

Subjects of instruction for which grants may be paid.

2. Grants may be made for any of the subjects of instruction named in the following list, and for any other subjects sanctioned by the Department, provided that a graduated scheme for teaching any such subject be submitted to and approved by the Inspector.

(*a.*) Elementary Subjects	Reading or Recitation, or both combined. Writing and Composition. Reading and Writing combined. Arithmetic.
(*b.*) English Subjects	English. Geography. History. The Life and Duties of the Citizen.
(*c.*) Languages	French. German. Gaelic. Latin. Greek.
(*d.*) Mathematics	Euclid. Algebra. Mensuration.
(*e.*) Science Subjects and Subjects of practical utility	Elementary Physiography. Elementary Physics and Chemistry. Science of Common Things. Chemistry. Mechanics. Sound, Light and Heat. Magnetism and Electricity. Human Physiology. Botany. Book-keeping. Shorthand.
(*f.*) Subjects for Boys and Men only	Agriculture. Horticulture. Navigation.
(*g.*) Subjects for Girls and Women only	Domestic Economy. Needlework.

Grants may also be made for Cookery, Laundry Work, and Dairy Work as subjects of instruction for Girls and Women.

Subjects for which fixed grant only may be paid.

3. Instruction in the following subjects is recognised for the purpose of the Grant under Article 10 (*a*), but not for the Grant under Article 10 (*b*) :—

Drawing.
Manual or Technical Instruction.
Suitable Physical Exercises.
Military Drill (for boys and men).
Vocal Music.

School meeting.

4. No meeting of the school is reckoned at which less than one hour's secular instruction in one or more of the subjects mentioned in Article 2 has been given, and separate registers must be kept for the subjects mentioned in Articles 2, 3, and 11 respectively. No lesson of less than half-an-hour in length is recognised for purposes of registration.

Recognised scholars.

5. No scholar may be entered or continue on the register who is under twelve years of age, unless such scholar is deemed by the Department to be exempt from the legal obligation to attend school. A scholar exempt from the legal obligation to attend school may, while earning a grant in a day school, also earn a grant in an evening school in a special subject not taught in the day school.

School year.

6. The "school year" is the year ending on the 30th of April.

Teachers.

7. Any person over eighteen years of age approved by the Inspector, and not being a pupil-teacher engaged in a State-aided School, may be recognised as teacher or assistant teacher.

Conditions of annual grant.

8. The following conditions must be fulfilled in order that a school may receive an annual grant:—

(*a.*) Principal teacher.

(*a.*) The principal teacher must be certificated or recognised under Article 7, and must not be allowed to undertake duties not connected with the school which may occupy any part whatever of the school hours.

(*b.*) Minimum number of meetings.

(*b.*) The school must have met on not less than 30 evenings in the school year.

If a school has been closed during the year under medical authority, or for any unavoidable cause, a corresponding reduction is made from the number of meetings required by this Article.

(*c.*) Annual notice to Department.

(*c.*) Notice must be given annually at the beginning of the session to the Department that the managers desire a grant for the school.

(*d.*) Time-Table.

(*d.*) The Time-Table must be submitted to and approved by the Inspector at the beginning of the Session. It must show the several subjects in which instruction is given, and the time allotted to each subject, and no subject that is not so shown will count for a grant. Any alteration affecting the days or hours of meeting must be notified to the Inspector.

(*e.*) Visit of Inspector.

(*e.*) The school must be visited by the Inspector at least once in each school year, unless some cause accepted as satisfactory by the Department should prevent such visit. The Inspector's visits will, as a rule, be made without previous notice being given.

(*f.*) School must be efficient.

(*f.*) The school must be reported efficient by the Inspector. A school will not be reported efficient unless the Inspector is satisfied that the order is good, that the teaching is systematic and intelligent, and that the scholars are making genuine progress in the subjects taught.

Date of payment.

9. The annual grant becomes due at the end of the school year, and is paid as soon as may be after that date.

Annual grant.

10. The managers may claim :—

(*a.*) A grant of 1*s.* for every complete 12 hours of secular instruction (Article 4) received by the scholars, all the hours of such instruction which each registered scholar has received during the school year being added together.

(i.) The grant under Article 10 (*a.*) may not be withdrawn unless the whole grant is withdrawn.

(ii.) No grant under Article 10 (*a.*) will be paid unless some other grant under this Code is payable.

(*b.*) A grant of 1*s.* or 1*s.* 6*d.* for every complete 12 hours of instruction (similarly calculated) received by the scholars in any subject mentioned in Article 2 (other than cookery, laundry work, and dairy work), or sanctioned as provided by that Article. The Department shall decide which, if either, of these sums shall be paid after considering the report of the Inspector's visit or visits.

(i.) No Grant under Article 10 (*b*) shall be paid for any scholar on account of any subject in which he has been previously examined by the Science and Art Department.

(ii.) No Grant shall be paid for any scholar on account of more than two Science subjects.

(iii.) If a scholar is to be presented for examination in two Science subjects by the Science and Art Department in the May following the close of the school year, no Grant shall be paid for him on account of any Science subject, and if he is to be so presented in one Science subject, no Grant shall be paid for him on account of more than one Science subject.

Cookery grant.

11. (*a.*) Where the Inspector reports that special and appropriate provision is made for the practical teaching of Cookery by a teacher holding a certificate from some Training School of Cookery recognised by the Department, or whose competency is otherwise proved to the satisfaction of the Department, a grant of 2*s.* (*or 4s.*) is made on account of each girl or woman who has attended not less than 20 (*or 40*) hours during the school year at a Cookery Class, and has spent not less than 10 (*or 20*) of these hours in cooking with her own hands in a class in which not more than 12 scholars are taught at the same time by one teacher.

Laundry Work grant.

(*b.*) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Laundry Work by a teacher recognised by the Department as qualified to teach that subject, a grant of 2*s.* is made on account of any girl or woman who has attended not less than 20 hours during the school year at a Laundry Class of not more than 14 scholars.

Dairy Work grant.

(*c.*) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Dairy Work by a teacher holding a certificate recognised by the Department, or otherwise recognised by the Department as competent to teach Dairy Work, a grant of 4*s.* is made on account of any girl or woman who has attended for not less than 20 lessons, of at least two hours each, a class of not more than 14 scholars. The time for Dairy Work must be entered in the Time-Table, and should be not less than two continuous hours at any meeting.

12. For the purposes of section 19 of the Elementary Education Act, 1876 (*see* Appendix, Article 32), the average attendance shall be found by dividing the total number of hours of instruction (Article 4) received by registered scholars during the school year by the total number of hours during which the school has been open during the same period. Average attendance.

13. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have lain on the Table of both Houses for at least one calendar month. Alteration of Code.

14. The Code shall be printed each year, in such a form as to show separately all articles cancelled, modified, or established since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament. Code to be printed and laid before Parliament

15. The Schedule annexed to the Code has the same effect as the Articles of the Code, and is subject to the provisions of Articles 13 and 14. Provision as to Schedule.

(Signed) ROSEBERY,
Lord President of the Council.

GEORGE OTTO TREVELYAN,
Vice-President of the Committee
of Council on Education in Scotland.

HENRY CRAIK,
Secretary.
Scotch Education Department,
10th April 1894.

SCHEDULE.

Managers are not restricted to the subjects named in this Schedule nor to the use of the Schemes set out in it. They may propose a Scheme of their own in any one of these subjects or in any other subject sanctioned by the Department. Such Schemes, together with a time-table of work, must be submitted to and approved by the Inspector at the beginning of a session.

CONCISE SCHEMES.

I.—ELEMENTARY SUBJECTS.

1. Reading or Recitation (or both combined) from a school magazine or a newspaper, or from some standard author.

2. Writing and Composition.—Letter writing or commercial correspondence or theme writing.

3. Reading and Writing Combined.

4. Arithmetic.—Vulgar fractions; decimal fractions; household accounts, bills of parcels, practice; proportion, its application to interest; averages and per-centages. The principles of the metric system of weights and measures and of decimal coinage.

II.—ENGLISH SUBJECTS.

1. English.—Parsing and analysis of sentences; paraphrasing of simple poetical extracts; history of the English language.

2. Geography.—General Geography of the British Isles, their chief industries and means of communication by land and water.

General geography of Canada and the United States, or of Europe or Australasia or British India, with special reference in each case to their industries and to their commercial relations with Great Britain.

Colonisation and the conditions of successful industry in the British possessions generally.

3. History.—(*a.*) Particular periods or subjects, *e.g.*:—

The reign of Queen Victoria. History of the British Colonies. The Stuart period, with especial reference to the constitution and functions of Parliament. The Expansion of Britain in the 18th Century.

History of Scotland before or after the Union of the Crowns.

(*b.*) Biographies of leading persons and the chief events in a selected portion of history, *e.g.*, 800 to 1215 A.D. or 1688 to 1760 A.D., or in the 16th or 17th century with special reference to Scotland.

4. The Life and Duties of the Citizen.
(*For specimen of detailed scheme, see Code of* 1893.)

III.—LANGUAGES.

1. French or German.—Grammatical rules; easy conversational phrases and sentences; translation of an easy reading book; a letter or theme in French or German. [Fair correctness of pronunciation to be required.]

2. Gaelic.—Grammatical rules; translation from Gaelic into English and from English into Gaelic of easy sentences; recitation of Gaelic poetry; a letter or theme in Gaelic.

3. Latin or Greek.—Grammatical rules; simple exercises in translation from English into Latin or Greek; parsing; translation of a Latin or Greek standard author.

IV.—MATHEMATICS.

1. Euclid.—Books I., II., III. (or parts of those books), with simple deductions.

2. Algebra.—As far as quadratic equations and easy problems leading to them.

3. Mensuration.—Triangles and parallelograms; the circle; sphere, right cone and cylinder; use of the chain and field-book in land surveying; duodecimals; measuring brick-work and timber.

V.—SCIENCE SUBJECTS AND SUBJECTS OF PRACTICAL UTILITY.

1. Elementary Physiography.
2. Elementary Physics and Chemistry.
} (*For specimens of detailed schemes, see Code of* 1893.)

3. Science of Common Things.—Brief survey of physical properties of bodies serving to determine their uses and relative value.
Mechanical facts and principles most serviceable in daily life.
Hydrostatic and Aërostatic laws most commonly applied.
Familiar notions of sound, light, heat, electricity and magnetism.

Brief survey of the most essential facts and principles of inorganic and organic chemistry.

Leading features of physiology.

Outlines of the animal and vegetable kingdoms.

The Home, including design and construction on hygienic and economic principles. Materials. Fixtures and furniture. Heating and lighting.

Clothing.—Food and beverages.—Cleanliness and disinfection.

Safety from accidents and injuries. First aid to the injured and simple remedies. Means of relief and comfort for the infirm. Precautions against endemic and epidemic diseases.

Discipline of body and mind. Popular influences of music and of the graphic arts. Employments for leisure times.—Household management and thrift. Provident organisations on sound principles of social economy.

4. Chemistry.—**Solution.** Solvent properties of water. Impurities in water. Hard and soft water. Mineral and sea water. Saturation.

Air: its constituents and weight. Properties of oxygen as regards animal life and change in matter effected by it. Nitrogen as regards animal life. Impurities in air. Aqueous vapour.

Water: its three states. Expansion by heat. Convexion currents. Boiling point. Steam. Composed of oxygen and hydrogen in definite proportions. Properties of hydrogen.

Carbon: various states. Combination with oxygen. Evolution of heat, how measured. Carbon dioxide; its solution; aërated waters; tests for presence of carbon dioxide. Coal and coal gas. Oil. Tallow. Products of combustion.

Sulphur: properties. Sulphurous acid. Sulphuric acid.

Chlorine: how obtained. Its properties and combination with sodium. Its solubility.

Acids and Alkalies, Metals: tests and properties. Hydrochloric acid. Ammonia. Lime and clay.

Lead. Iron. Copper. Mercury. Sodium.

General notions of the composition of organic carbon compounds. Acetic acid and vinegar. Tartaric acid in fruits. Fats. Oils. Glycerine. Soap. Sugar. Starch. Gluten. Alcohol.

5. Mechanics.—Matter in three states: solids, liquids, gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measures of length, time, and velocity. Matter in motion; inertia and momentum. Weight. Measures of force and work. Parallelogram of velocities. Parallelogram of forces. The simple mechanical powers. Liquid pressure. The hydrostatic press; liquids under the action of gravity.

6. Sound, Light, and Heat.—Elementary notions of vibration and waves.

Propagation and velocity of sound. Reflection and refraction of sound. Echoes. Whispering galleries. Speaking trumpet. Musical notes. Pitch and loudness of notes.

Propagation of light. Shadows, intensity of light, and simple photometers. Reflection. Mirrors and images by plane mirrors. Refraction, images by pin-holes, by lenses, by concave and convex mirrors. Refracting and reflecting telescopes. The microscope. Camera obscura

and camera lucida. The optical lantern. Decomposition of light. Colour of objects, mixture of colours by rotation.

Distinction between heat and temperature. Thermometers and thermometric scales. Expansion of solids, liquids, and gases. The three modes in which heat may be transmitted. Capacity for heat, and the influence on climate of the capacity for heat possessed by water Heating by hot water. Change of state caused by heat. Latent heat. Influence of pressure on the boiling point. Determination of heights by boiling point.

7. Magnetism and Electricity.—Attraction of iron by a magnet. Poles of a magnet. Direction of a magnet moving freely in a horizontal plane. Mariner's compass. Mutual behaviour of like and unlike poles. Magnetization of soft iron and steel. The dipping needle. The earth as a magnet.

Electrification. The gold-leaf electroscope. Conductors and insulators. Production of two kinds of electrification. Induction. The Leyden jar and fulminating panes. The frictional electrical machine. An electric current. The Grove, Daniell, and Leclanché cells and batteries.

Decomposition of water. Coiled conductors behaving as magnets when an electric current passes through them.

Electrolysis of solutions of metallic salts.

Deflection of a magnetic needle by a current passing in a wire. The principles of telegraphy. The electro-magnet. Construction of an electric bell.

8. Human Physiology.—General build of the human body.

Names and positions of the internal organs.

Nature and chemical composition of air, water, carbonic acid, and ammonia.

Blood; form, size, and structure of its corpuscles.

Organs of circulation, respiration, and digestion; their structure and functions.

Excretory organs. The skin. Heat of the body; how derived, distributed, and regulated.

Structure and functions of the organs of smell, taste, and sight.

General arrangement of the nervous system.

Chief parts of the brain. Structure of the spinal cord. Evidence that the spinal cord is capable of effecting reflex actions.

9. Botany.—General structure of the root, stem, leaves, and parts of the flower.

Description, in technical language, of the parts of a fresh plant.

Characters of the natural orders to which such plants as the following belong:—Buttercup, wallflower, apple, carrot, dandelion, primrose, and hyacinth.

Structure of the vegetable cell.

Nature and properties of the cell-contents, *e.g.*, protoplasm, starch grains, and chlorophyll.

Structure and uses of the anther, pollen, ovary, ovule, and seed.

Processes of assimilation and respiration. Properties and chemical composition of air, water, carbonic acid, and ammonia. Sources of the food materials of the plant.

Distinctive characters of the classes of Dicotyledons and Monocotyledons, and of their principal divisions.

Comparison of a fern and a moss with a flowering plant.

10. Book-keeping.—Commercial terms. Use of cash book, purchases book, sales book. Double entry. Bills of exchange. Bills receivable book. Bills payable book. The journal; its relation to other books. Ledger accounts. Bad debts. Consignments. Discounts.

11. Shorthand.—Writing from dictation. Transcription of shorthand notes. Clear and correct formation of shorthand characters and outlines.

VI.—SUBJECTS FOR BOYS AND MEN ONLY.

1. Agriculture.—Soils and their plant food, and the crops produced therefrom.

Milk: its character and uses, its preservation, and the various products obtained from it.

Plant life; manures and tillages. Proper use of plant food.

Practical instruction in the treatment of milk (on the basis of Cookery instruction) with explanation of processes and results.

Variations in crops, seeds, live stock.

Elementary instruction in dairy management, poultry management, and the management of bees.

2. Horticulture.—Seeds and their requirements. Nature and composition of soils. Nature and functions of roots. Stems and branches. Leaves. Buds and tubers. Flowers and fruits.

Operations connected with the land. Preparation of seed bed. Potting and planting.

Propagation. Cuttings. Budding. Grafting. Layering.

Branch and root pruning.

Fruit culture. Flower culture. Vegetable culture. Fungus and insect pests.

3. Navigation.—Terms used in mathematical geography. Description of charts. Differences of latitude and longitude. The compass. Conversion of magnetic bearings into true bearings and the converse. Logarithms of numbers. Variation, deviation, and leeway. Log-line and glass. Mercator's chart. Middle latitude, meridional. Position by cross bearings. Traverse sailing. Day's work, by D.R. Latitude by meridian altitude of sun. Error of compass by altitude of sun. The sextant. Longitude by chronometer and altitude of sun. Error of compass by azimuth and altitude of sun.

VII.—SUBJECTS FOR GIRLS AND WOMEN ONLY.

1. Domestic Economy.—Foods and beverages. Their properties, nutritious values, and functions. Their preparation. Clothing. The dwelling. Rules of health. Washing.

2. Needlework.—**Sewing Course.**—To cut out garments requiring only straight or slanting lines, *e.g.*, a working woman's apron; a flannel petticoat; an infant's shirt.

To pleat material into bands suitable for use in aprons, woollen petticoats, &c.

To sew on buttons, make buttonholes, and set on tapes.

To make up a complete garment (cut out by the scholar) showing the practical application of the above-named exercises.

To cut out in different sizes garments requiring curved lines, *i.e.*, chemises, drawers, pinafores, boys' shirts (flannel or Oxford shirting).

To gather material and set it into bands, *i.e.*, neck or collar bands, wristbands, &c.

To run and feather-stitch tucks.

To join material on the straight, on the cross, and on the curve by various kinds of seams.

To set in gussets and make false hems.

To make up a garment (cut out by the scholar) showing the practical application of the above-named exercises.

To cut out in several sizes (from measurements) a plain dress bodice and a night-dress.

To set on hooks and eyes, to case bones, to overcast seams, and to bind skirt edges.

To make up a dress skirt, lined or unlined. To make up a simple dress (skirt and bodice) or a night-dress, cut out by the scholar.

Knitting and Mending Course.—To knit a man's sock.

To darn thin places on flannel and holes in socks and stockings.

To patch in flannel.

To knit a stocking.

To patch in calico.

To darn and repair house linen, *i.e.*, sheets, table-cloths, &c.

To patch and darn dress materials (print and woollen).

NOTE.—*For specimens of detailed schemes, see Code of* 1893.

APPENDIX No. 1.

ARTICLES OF THE SCOTCH CODE, 1894, APPLICABLE TO EVENING CONTINUATION SCHOOLS.

1. A SUM of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, to maintain—

(*a.*) Schools for children (Article 6); and
(*b.*) Training colleges for teachers.

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) This time-table is to be submitted to the inspector for approval, on behalf of the Department, at the time of his annual visit.

* * * * * *

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

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* "The term 'Scotch Education Department' shall mean The Lords of any "Committee of the Privy Council appointed by Her Majesty on Education in "Scotland" (Education (Scotland) Act, 1872, s. 1).

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

(*a*) the average fee exceeds ninepence a week, or

(*b*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (*a*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August* 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (*b*)).

(*c.*) Higher class public schools (*ibid.*, sec. 62–64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

(*a.*) The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

* * * * *

12. An inspector, sub-inspector, or inspector's assistant may visit any public school, or other school subject to inspection, at any other time without notice.

* * * * *

14. No school is placed on the list for inspection * * * till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.

2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, or in terms of the Minute of the Scotch Education Department of the 10th April 1894.

3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a*.) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b*.) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(*c*.) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.

* * * * *

(*g*.) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher * * *; accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character * * * may be accepted as trustworthy.

(*h*.) Three persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 10th April 1894 is applied.

(*i*.) The income of the school is applied only for the purpose of* public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

20. For each blind or deaf-mute scholar in a day or evening school, or in any institution for the education of blind or deaf-mute children approved by the Department, grants may be allowed—

(*a*.) At the rate of 3*l*. 3*s*. a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b*.) At the rate of 2*l*. 2*s*. a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

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* *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

32. The amount which may be claimed by the managers * * * may be reduced,*—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year * * * by its excess above the income† of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where a School rate of not less than 3*d.* in the pound, on the "rateable value of the parish has been levied," (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889) this Article will not be enforced.

* * * * *

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17 (*g.*)),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

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* The conditions of this Article do not apply to grants under Article 20.

† *See* Elementary Education Act, 1876, sections 19 (1) and 53.

APPENDIX No. 2.

SHOWING separately (for 1894) all ARTICLES modified, and all NEW ARTICLES.

Articles in the Code of 1893 which are modified in the Code of 1894.

Note on page 101.

* * * to some subject * * *

4. * * * in Article 2 and in Article 3 * * *

5. * * * to attend school.

11. (*a.*) * * * a cookery class *of not more than 24 scholars*, and has spent not less than 10 (or 20) hours in cooking with her own hands.

APPENDIX.

6. * * * No school shall be eligible for grants if more than one-third of the scholars in it pay fees exceeding ninepence a week.

17. (*b.*) The school is not carried on with a view to private emolument (Article 5 (*b*)).

New, or modified, Articles in the Code of 1894.

Note on page 101.
* * * to some subject *or subjects* * * *

2. (*c.*) ADDITION :—
Greek.

4. * * * in Articles 2, 3, and *11* * * *

5. * * * to attend school. *A scholar exempt from the legal obligation to attend school may, while earning a grant in a day school, also earn a grant in an evening school in a special subject not taught in the day school.*

11. (*a.*) * * * a cookery class, and has spent not less than 10 (or 20) *of these* hours in cooking with her own hands *in a class in which not more than 12 scholars are taught at the same time by one teacher.*

SCHEDULE (page 106).

I. 4. ADDITION :—
The principles of the metric system of weights and measures and of decimal coinage.

III. 3. Latin *or Greek.*

APPENDIX.

6. * * * No school shall be eligible for grants if—
(*a*) *the average fee exceeds ninepence a week,* or
(*b*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

17. (*b.*) *The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.*

Form 100.
August 1894.

INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in **heavy type.** The names of the Inspectors' Assistants are printed in *italics*.

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	SOUTHERN DIVISION. (DR. KERR, Chief Inspector.)		
1	EDINBURGH (part of). [*See* Nos. 2 and 3.] *consisting of*—	293,507	
	Edinburgh (*City*) and Parishes of— 247,182		
	Colinton	4,549	
	Corstorphine	2,233	
	Cramond	2,945	**Dr. Kerr**, 13, Regent Terrace, Edinburgh.
	Currie	2,580	
	Edinburgh, St. Cuthbert's and Dean.	14,651	*J. Struthers, Esq.*, 41, Drumsheugh Gardens, Edinburgh.
	Kirknewton and East Calder.	3,352	*J. Crombie, Esq.*, 11, Wardie Avenue, Edinburgh.
	Mid Calder	3,126	*W. S. Gall, Esq.*, 16, Comiston Road, Edinburgh.
	Ratho	1,839	
	South Leith	2,594	
	West Calder	8,456	
	LINLITHGOW	53,532	
	NOTE.—*East Benhar Colliery School, in Whitburn parish, is included in District No.* 10.		
	Total	347,039	
2	EDINBURGH (part of). [*See* Nos. 1 and 3.] *consisting of*—	137,843	
	Leith Burgh and Remainder of County 68,707 + 69,136		
	except— *Edinburgh (City) and parishes of Colinton, Corstorphine, Cramond, Currie, Edinburgh, St. Cuthbert's, and Dean, Heriot, Kirknewton and East Calder, Mid Calder, Ratho, South Leith, Stow, West Calder.*		**A. E. Scougal**, Esq., 12, Blantyre Terrace, Edinburgh.
			S. D. Black, Esq., 1, Leamington Place, Edinburgh.
	HADDINGTON	37,377	
	Total	175,220	
3	ROXBURGH	53,186	
	BERWICK	32,604	
	SELKIRK	27,700	**W. Y. King**, Esq., St. Bede's, Melrose, N.B.
	PEEBLES	14,722	
	EDINBURGH, parishes of	2,242	
	Heriot 443		*W. Pennycook, Esq.*, Market Place, Melrose, N.B.
	Stow 1,799		
	Total	130,454	
4	DUMFRIES	74,245	
	KIRKCUDBRIGHT	40,167	**A. O. Barrie**, Esq., Greenbank, Dumfries, N.B.
	NOTE.—*Knowe Public School, in Bargrennan parish, is included in District No.* 12.		
			J. Galloway, Esq., 4, Glebe Terrace, Dumfries, N.B.
	Total	114,412	

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Southern Division—*continued.*		
5	**Fife.** [*See* Nos. 6 and 7.] - - -	180,633	G. Dunn, Esq., 3, Greenhill Place, Edinburgh.
	except the parishes of—		
	Abdie, *Collessie*, *Culross*, *Creich*, *Dunbog*, *Flisk*, *Monimail*, *Moonzie*, *Newburgh*, *Tulliallan*.		*T. Smith, Esq.*, Victoria Road, Kirkcaldy, N.B.
	Total -	180,633	
6	**Perth.** [*See* Nos. 7 and 15.] - -	104,431	A. Walker, Esq., Early Bank, Craigie, Perth, N.B.
	except the parishes of—		
	Aberfoyle, *Abernyte*, *Ardoch*, *Blackford*, *Blairingone*, *Callander*, *Dunblane*, *Gartmore*, *Glendevon*, *Inchture*, *Kilmadock*, *Kincardine*, *Lecropt*, *Longforgan*, *Muckart*, *Port of Monteith*, *Trossachs*.		
	Fife (part of). [*See* Nos. 5 and 7.] -	6,459	
	comprising the parishes of—		
	Abdie - 754 | Flisk - - 192 Collessie - 2,093 | Monimail - 769 Creich - 325 | Moonzie - 128 Dunbog - 346 | Newburgh - 1,852		
	Total -	110,890	
	Western Division.		
	(**Dr. Ogilvie**, Chief Inspector.)		
7	**Stirling.** [*See* No. 8.] - - -	102,747	W. W. Waddell, Esq., 1, Royal Gardens, Stirling, N.B.
	except the parishes of—		
	Baldernock, *Campsie*, *Slamannan*, *Strathblane*.		*J. Wilson, Esq.*, 14, Allan Park, Stirling, N.B.
	Clackmannan - - - -	33,030	
	Perth (part of). [*See* Nos. 6 and 15.] -	15,911	
	comprising the parishes of—		
	Aberfoyle - 943 | Kilmadock - 2,760 Ardoch - 959 | Kincardine - 1,277 Blackford - 1,522 | Lecropt - 273 Blairingone - 413 | Muckart - 539 Callander - 2,012 | Port of Monteith - 665 Dunblane - 3,220 | Trossachs - 371 Gartmore - 816 Glendevon - 141		
	Kinross - - - - -	6,373	
	Dumbarton, parish of Cumbernauld. - - -	4,361	
	Fife, parishes of - - - -	3,273	
	Culross - - - - 1,096 Tulliallan - - - 2,177		
	Total -	165,695	

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Western Division—*continued.*		
8	Lanark (part of). [*See* Nos. 9, 10, and 13]	465,716	
	Lower Ward—		
	except—Govan,		
	Glasgow, Bridgeton,		
	„ *Gorbals,*		
	„ *Hutchesontown,*		
	„ *Tradeston,*		
	Carmunnock,		
	Rutherglen.		Dr. Ogilvie, 5, Woodside Place, Glasgow.
	Stirling (part of). [*See* No. 7.]	14,783	D. M. Fraser, Esq., 22, Albion Crescent, Dowanhill, Glasgow.
	consisting of the parishes of—		*W. Calder, Esq.*, Viewfield, Lenzie.
	Baldernock - - - 553		*J. M. Wilson, Esq.*, 16, St. Albans Terrace, Dowanhill, Glasgow.
	Campsie - - - 5,338		*D. Macleod, Esq.*, 8, Westbank Terrace, Hillhead, Glasgow.
	Slamannan - - - 7,221		
	Strathblane - - - 1,671		
	Dumbarton (part of). [*See* Nos. 7 and 13]	12,427	
	Kirkintilloch (Town) - 9,314		
	„ (Landward) - 3,113		
	Bute—Island of Bute - - -	11,753	
	Argyll—Island of Mull - - -	5,076	
	Total -	509,755	
9	Lanark (part of). [*See* Nos. 8, 10, and 13]	193,306	
	Lower Ward (*remainder*)—		
	comprising—		
	Glasgow, Bridgeton - - 44,342		
	„ Gorbals - - 41,611		
	„ Hutchesontown - 51,692		
	„ Tradeston - 19,555		
	Carmunnock - - - 1,355		
	Rutherglen - - - 16,178		
	174,733		W. Bathgate, Esq., 13, Westbourne Gardens, Kelvinside, Glasgow.
	Middle Ward—		
	Cambuslang - - 15,364		*J. Miller, Esq.*, Craigview, Burnbank Road, Hamilton, N.B.
	East Kilbride - - 3,209		
	18,573		
	Bute - - - - - -	6,651	
	Islands of—		
	Arran - - - - 4,850		
	Cumbrae - - - 1,801		
	Total -	199,957	
10	Lanark (part of). [*See* Nos. 8, 9, and 13]	274,389	
	Middle Ward - - 231,449		
	except the parishes of—		
	Cambuslang,		
	East Kilbride.		Dr. Smith, St. Peter's Lodge, Uddingston, Glasgow.
	Upper Ward - - - 42,940		Dr. Dey, Pollokshields, Glasgow.
	Linlithgow,—East Benhar Colliery School in Whitburn parish.	—	*W. M. Shanks, Esq.*, Gowrie Villa, Uddingston, Glasgow.
	Total -	274,389	

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Western Division—*continued.*		
11	North Ayr - - - - - - *consisting of*— Ardrossan, Ayr Burgh, Beith, Craigie, Dalry, Drechorn, Dundonald, Dunlop, Fenwick, Galston, Irvine (Burgh), „ (Land.), Kilbirnie, Kilmarnock (Burgh), „ (Land.), Kilmaurs, Kilwinning, Largs, Loudoun, Mauchline, Monkton and Prestwick, Muirkirk, Riccarton, St. Quivox, Sorn, Stevenston, Stewarton, Symington, Tarbolton, West Kilbride.	173,758	J. W. Marshall, Esq., Ayr, N.B. *J. Henderson, Esq.*, Prestwick Road, Ayr, N.B.
	Renfrew - - - - - - Parish of Skelmorlie.	1,380	
	Total -	175,138	
12	South Ayr - - - - - - *consisting of*— Alloway, Ayr (Landward), Auchinleck, Ballantrae, Barr, Colmonell, Coylton, Crosshill, Dailly, Dalmellington, Dalrymple, Girvan (Town), „ (Land.), Kirkmichael, Kirkoswald, Maybole, New Cumnock, Ochiltree, Old Cumnock, Stair, Straiton.	51,549	R. Harvey, Esq., Newfield, Ayr, N.B.
	Wigtown - - - - - -	35,880	
	Kirkcudbright.—Knowe Public School in Bargrennan parish.		
	Total -	87,429	
13	Lanark (part of). [*See* Nos. 8, 9, and 10.] *consisting of* the parish of— Govan. -	158,233	W. Jolly, Esq., Greenhead House, Govan, N.B.
	Dumbarton [*See* Nos. 7 and 8.] - - *except Cumbernauld, Kirkintilloch (Town), „ (Landward).*	81,304	*T. McVie, Esq.*, Glenalbyn, Dalmuir, Glasgow.
	Total -	239,537	
14	Renfrew. [*See* No. 11.] - - - *except* parish of *Skelmorlie.*	244,766	J. Boyd, Esq., 9, Princes Square, Regent Park, Glasgow.
	Argyll.* [*See* No. 8.] - - - *except* the island of *Mull.*	69,922	J. Binnie, Esq. (Sub-Inspector), Kilmalcolm, Paisley, N.B.
	Inverness - - - - - - parish of Small Isles.	436	*D. Johnston, Esq.*, 21, Westendpark Street, Woodlands Road, Glasgow.
	Total -	315,124	*A. McDonald, Esq.*, 58, Millbrae Road, Langside, Glasgow.

* The school district of Ardnamurchan is partly in Argyll and partly in Inverness. The schools in the Argyllshire portion (Kilchoan, Kilmory, and Achosnich) belong to this district; those in the Inverness-shire portion (Ardnish, Glenfinnan, Glenuig, Arisaig R.C., Arisaig Church of Scotland, and Polnish) to District No. 21.

The school district of Kilmallie is now included in the county of Inverness, the whole of the population of the parish being reckoned to that county. Ardgour, Banavie, Duisky, Kingairloch, Kinlocheil March and Trislaig schools belong to this district; Achnacarry, Blarmacfoldach, Fort William, Oinich Public, Fort William R.C., and North Ballachulish, St. Bride's Epis. schools to District No. 21.

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	NORTHERN DIVISION. (DR. STEWART, Chief Inspector.)		
15	SOUTH FORFAR - - - - *consisting of*—	204,935	
	Aroirlot, Auchterhouse, Barry, Broughty Ferry (Town), Carmylie, Dundee (Burgh), „ (Land.), Dunnichen, Eassie and Nevay, Forfar (Burgh), „ (Land.), Fowlis Easter, Friockheim, Glamis, Invocarity, Kettins, Kinnettles, Kirkden, Liff, Benvie and Invergowrie, Lundie, Mains and Strathmartine, Monifieth, Monikie, Murroes, Newtyle, Panbride, Tealing.		R. Calder, Esq., 3, Fintry Place, Broughty Ferry, N.B.
	PERTH (part of). [*See* Nos. 6 and 7.] - *consisting of* the parishes of—	2,666	*C. H. Rankine, Esq.*, 14, Castle Terrace, Broughty Ferry, N.B. (*See also* No. 16.)
	Abernyte - - - 263 Inchture - - - 624 Longforgan - - - 1,779		*T. Simpson, Esq.*, 19, Airlie Place, Dundee.
	Total -	207,601	
16	NORTH FORFAR - - - - *consisting of*—	72,800	
	Aberlemno, Airlie, Arbroath (Burgh), „ (Land.), „ united to St. Vigeans, Brechin (Burgh), „ (Land.), Careston, Cortachy and Clova, Craig, Dun, Edzell, Farnell, Fearn, Glenisla, Guthrie, Inverkeillor, Kingoldrum, Kinnell, Kirriemuir, Lintrathen, Lochlee, Logie Pert, Lunan, Marytown, Menmuir, Montrose (Burgh), „ (Land.), Navar and Lethnot, Oathlaw, Rescobie, Ruthven, St. Vigeans, Stracathro, Tannadice.		R. J. Muir, Esq., Peel Place, Montrose, N.B.
	SHETLAND - - - - -	28,711	*C. H. Rankine, Esq.*, 14, Castle Terrace, Broughty Ferry, N.B. (*See also* No. 15.)
	Total -	101,511	
17	BANFF. [*See* No. 20.] - - - -	60,714	
	except the parish of *Boharm and Upper Cabrach Public School, but including* Maggyknockater Public School, in Boharm parish.		A. R. Andrew, Esq., Keith, N.B.
	ORKNEY - - - - -	30,453	To receive assistance from *Mr. Craigie*, or *Mr. Topping*. (*See* No. 18.)
	ABERDEEN.—parish of Glass - -	964	
	ELGIN—Bellie Public School - - -	—	
	Total -	92,131	
18	ABERDEEN. [*See* No. 17.] - - - *except* the parish of *Glass*.	283,072	Dr. Stewart, 10, Albyn Terrace, Aberdeen.
	KINCARDINE - - - - -	35,492	W. Whyte, Esq., 389, Great Western Road, Aberdeen.
	Total -	318,564	H. Welsh, Esq. (Sub-Inspector), 11, Ferryhill Place, Aberdeen. (*See also* No. 21.)
			J. W. Munro, Esq. (Sub-Inspector), 437, Great Western Road, Aberdeen.
			J. Craigie, Esq., 51, Carden Place, Aberdeen. (*See also* No. 17.)
			R. Topping, Esq., 82, Stanley Street, Aberdeen. (*See also* No. 17.)

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Northern Division—*continued.*		
19	Caithness - - - - -	37,177	A. Lobban, Esq., 2, Ardross Terrace, Inverness.
	Ross (mainland). [*See* Nos. 20 and 21.] - *except West Ross.*	36,768	
	Sutherland - - - - -	21,896	
	Total -	95,841	
20	Elgin. [*See* No. 17.] - - - *except Bellie Public School.*	43,175	J. Macleod, Esq., Elgin, N.B.
	Ross (part of). [*See* Nos. 19 and 21.] - *consisting of*— West Ross, *comprising*— Applecross - - - 1,786 Gairloch - - - 4,181 Glenshiel - - - 394 Kintail - - - 588 Lochalsh - - - 1,868 Lochbroom - - - 3,910 Lochcarron - - - 1,642	14,369	
	Nairn. [*See* No. 21.] - - - *except Balcroy Public School,* in the parish of *Croy and Dalcross.*	8,516	
	Banff, parish of Boharm - - - *except Maggyknockater Public School.* [*See* No. 17.]	1,266 —	
	Total -	67,326	
21	Inverness.* [*See* No. 14.] - - (Mainland and Insular). *except* the parish of *Small Isles.*	89,411	J. L. Robertson, Esq. (Acting Chief Inspector), Inverness. *See Note below.* H. Welsh, Esq. (Sub-Inspector), 11, Ferryhill Place, Aberdeen, (*See also* No. 18.) *R. R. Strachan, Esq.,* Viewbank, Culduthel Road, Inverness. *Note.*—Certain school districts in the Islands of Skye and in the Long Island have been placed under the special charge of Mr. Robertson, H.M.I., as Acting Chief Inspector.
	Ross—Lewis. [*See* Nos. 19 and 20.] - *comprising*— Barvas - - - 6,494 Lochs - - - 4,676 Stornoway - - - 11,799 Uig - - - - 4,621	27,590	
	Nairn.—Balcroy Public School, in the parish of Croy and Dalcross.	—	
	Total -	117,001	
	Unattached. Available for service in Districts Nos. 1, 6, 8, 12, and 13.		D. Thompson, Esq. (Sub-Inspector), 6, Wendover Crescent, Mount Florida, Glasgow.

* *See* footnote to District No. 14, as to Ardnamurchan and Kilmallie schools.

H.M. INSPECTORS OF SCHOOLS (25).

Inspectors.	Number of District.	Inspectors.	Number of District.
Andrew, A. R., Esq. -	17	Lobban, A., Esq. -	19
Barrie, A. O., Esq. - -	4	Macleod, J., Esq. -	20
Bathgate, W., Esq. - -	9	Marshall, J. W., Esq. -	11
Boyd, J., Esq. - -	14	Muir, R. J., Esq. -	16
Calder, R., Esq. - -	15	* Ogilvie, Dr. - -	8
‡Dey, Dr. - - -	10	† Robertson, J. L., Esq. -	21
Dunn, G., Esq. - -	5	Scougal, A. E., Esq. -	2
‡Fraser, D. Munro, Esq. -	8	Smith, Dr. - -	10
Harvey, R., Esq. - -	12	* Stewart, Dr. - -	18
Jolly, W., Esq. - -	13	‡ Struthers, J., Esq. -	1
*Kerr, Dr. - - -	1	Waddell, W. W., Esq. -	7
King, W. Y., Esq. - -	3	Walker, A., Esq. -	6
		‡ Whyte, W., Esq. -	18

SUB-INSPECTORS (4).

Binnie, J., Esq. - -	14	Thompson, D., Esq. - -	—
Munro, J. W., Esq. - -	18	Welsh, H., Esq. - -	18 and 21

INSPECTORS' ASSISTANTS (21).

Assistants.	Number of District.	Assistants.	Number of District.
Black, S. D., Esq. - -	2	McVie, T., Esq. - -	13
Calder, W., Esq. - -	8	Miller, J., Esq. - -	9
Craigie, J., Esq. - -	17 and 18	Pennycook, W., Esq. -	3
Crombie, J., Esq. - -	1	Rankine, C. H., Esq. -	15 and 16
Gall, W. S., Esq. - -	1	Shanks, W. M., Esq. -	10
Galloway, J., Esq. - -	4	Simpson, T., Esq. - -	15
Henderson, J., Esq. - -	11	Smith, T., Esq. - -	5
Johnston, D., Esq. - -	14	Strachan, R. R., Esq. -	21
McDonald, A., Esq. - -	14	Topping, R., Esq. - -	17 and 18
MacLeod, D., Esq. - -	8	Wilson, J., Esq. - -	7
		Wilson, J. M., Esq. -	8

* Chief Inspectors. † Acting Chief Inspector. ‡ Inspectors not in charge of Districts.

PAPERS relating to EDUCATION, presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

Reports.

Report to Her Majesty the Queen in Council, 1892–93, with Appendix. [C.—7095.–I.] Price 2*s.* 5*d.*

Report for the year 1894, by Henry Craik, Esq., C.B., on the Inspection of Higher Class Schools, and the Examination for Leaving Certificates. [C.—7537.] Price 1*d.*

Reports and Papers relating to the Training Colleges of Scotland for the year 1893. [C.—7429.] Price 6*d.*

General Reports for the year 1893, by the Chief Inspectors of the Southern, Western, and Northern Divisions of Scotland. [C.—7414.] Price 2½*d.*; [C.—7414.–I.] Price 2½*d.*; and [C.—7414.–II.] Price 3*d.*

Twenty-first Annual Report by the Accountant for Scotland to the Scotch Education Department. [C.—7434.] Price 5½*d.*

Minutes and Papers.

Code, 1894. [C.—7344.] Price 3½*d.*

Code (Evening Continuation Schools), 1894. [C.—7345.] Price 1½*d.*

Minute, dated 28th May 1894, suspending the operation of Article 70 (*b*) of the Code of 1894. [C.—7382.] Price ½*d.*

Minute, dated 9th July 1894, amending the terms of paragraph 13 of the Minute of 1st May 1893, providing for the distribution of the sum available for Secondary Education under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892. [C.—7446.] Price ½*d.*

Returns.

Return showing (1) the expenditure from the grant for public education in Scotland in the year 1893 upon annua grants to Elementary Schools; and (2) the actual number of Elementary Schools on the annual grant list, &c., and the results of the inspection and examination of Elementary Schools during the year ended 30th September 1893. [C.—7363.] Price 2½*d.*

Return showing the persons employed in the inspection of Secondary Schools in Scotland in 1893, with their designations and the remuneration paid to each. [H.C.—141. 1894.] Price ½*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz.:—Messrs. John Menzies and Co., 12, Hanover Street, Edinburgh, and 90, West Nile Street, Glasgow; Messrs. Eyre and Spottiswoode, East Harding Street, Fleet Street, E.C., and 32, Abingdon Street, Westminster, S.W.; or Messrs. Hodges, Figgis, and Co., Limited, 104, Grafton Street, Dublin.

CONTRIBUTION OF PEAT BY SCHOLARS.

Circular to School Boards.

Circular 160.

Scotch Education Department,
19th January 1894.

SIR,

THEIR Lordships' attention having been called to the fact that in certain School Board districts the children are expected to bring with them to school a daily contribution of peat for the purposes of fuel, I am to point out that any rule requiring such a contribution is not consistent with the regulations under which fees are abolished and the grants in relief of fees are paid.

I have, &c.,
H. CRAIK.

HIGHLAND SCHOOLS.

Circular to certain School Boards.

Circular 164.

Scotch Education Department,
15th May 1894.

SIR,

I AM directed by My Lords to enclose, for the consideration of your Board, the accompanying revised Minute, and in reference thereto I am to state that with a view to the simplification of the financial methods of the managers certain changes have been incorporated in the Minute. My Lords continue to receive assurances from their representative of the willing co-operation of his fellow managers ; but They must again urge on the Boards and managers the need both of active enforcement of attendance and of economical expenditure. They would further remind the Boards that the time is approaching when certain of the School Boards under the special arrangement must contemplate the withdrawal thereof by the Department.

My Lords mention with regret that by reason of the unsatisfactory action of the Parochial Board it has recently been found expedient to give notice to one School Board of the termination of the arrangement.

I am to remind you that should your Board desire to have the benefit of the arrangement under this Minute, formal application should at once be made; and a list of the new managers nominated under section 1 of the Minute should be forwarded without delay.

I have, &c.
H. CRAIK.

(*For copy of Minute see Appendix to Code, No.* 3.)

ARITHMETIC.

Circular to Inspectors.

Circular 165.

Scotch Education Department,
16th May 1894.

SIR,

IN view of the changes which have been made in the arithmetic of Standards IV., V., and VI. (Article 28), I am to request that, up to the end of 1894, you will, in examining these standards, make allowance for the fact that, during the greater part of the school year, the scholars have been taught with a view to examination under the Code of 1893.

My Lords think that, especially during the first year of the new Code, some time should be given to oral examination on the principles of fractions and of the metric system.

I am to point out that only compound rules *of money* are required of Standard IV. under the new Code.

I have, &c.,
H. CRAIK.

PUPIL-TEACHERS.

MINUTE OF THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, DATED 28TH MAY 1894, SUSPENDING THE OPERATION OF ARTICLE 70 (b) OF THE CODE OF 1894.

At Dover House, Whitehall, the 28th day of May 1894.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read:—

Article 70 (b) of the Code of 1894 and the corresponding Article of the Code of 1893.

Resolved:—

That until the issue of the Code as revised for 1895, the periods of the engagements of Pupil Teachers and the examinations to be passed by them shall continue to be regulated by the provisions contained in Article 70 (b) of the Code of 1893.

SECONDARY EDUCATION.

Secondary Education Committees.

No.	County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name of Chairman.	Name and Address of Clerk.
	BURGHS.			
1	Edinburgh -	Dr. Kerr - -	The Rt. Hon. Lord Provost Russell.	Jas. Currie, Esq., 7, North St. Andrew Street, Edinburgh.
2	Glasgow -	Dr. Ogilvie -	Sir John N. Cuthbertson.	G. W. Alexander, Esq., 129, Bath Street, Glasgow.
3	Aberdeen -	Dr. Stewart -	Rev. S. D. F. Salmond, D.D.	Hugh Macdonald, Esq., Solicitor, 56, Castle Street, Aberdeen.
4	Dundee -	R. Calder, Esq. -	Rev. P. Grant, D.D.	Sir Thomas Thornton, 15, Albert Square, Dundee.
5	Leith - -	A. E. Scougal, Esq.	R. Somerville, Esq.	R. Hardie, Esq., 2, Links Place, Leith.
	PARISH.			
6	Govan -	Dr. Ogilvie -	Rev. Dr. Bremner	J. A. Craigie, Esq., 151, Bath Street, Glasgow.
	COUNTIES.			
7	Aberdeen -	Dr. Stewart -	W. Tait, Esq. -	John Clarke, Esq., Chanonry, Old Aberdeen, Aberdeen.
8	Argyll -	J. Boyd, Esq. -	Alex. Allan, Esq.	Dugald Maclachlan, Esq., Lochgilphead.
9	Ayr - -	Dr. Ogilvie -	David Dunlop, Esq.	C. G. Shaw, Esq., County Buildings, Ayr.
10	Banff - -	A. R. Andrew, Esq.	Jas. Campbell, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
11	Berwick -	W. Y. King, Esq.	Jas. S. Mack, Esq.	Joseph Wilson, Esq., Solicitor, Duns.
12	Bute - -	W. Bathgate, Esq.	Thos. Russell, Esq.	J. T. Wilson, Esq., County Office, Rothesay.
13	Caithness -	A. Lobban, Esq. -	John Miller, Esq.	Jas. Brims, Esq., County Clerk's Office, Thurso.
14	Clackmannan	W. W. Waddell, Esq.	Rev. Alex. Bryson	Norman MacWatt, Esq., County Buildings, Alloa.
15	Dumbarton -	W. Jolly, Esq. -	J. W. Stewart, Esq.	J. Hutcheson, Esq., 115, Wellington Street, Glasgow.
16	Dumfries -	A. O. Barrie, Esq.	A. O. Barrie, Esq., H.M. Inspector of Schools.	John Robson, Esq., County Buildings, Dumfries.
17	Edinburgh -	A. E. Scougal, Esq.	Rev. J. A. Burdon	J. H. Balfour-Melville, Esq., W.S., County Rooms, Edinburgh.
18	Elgin - -	J. Macleod, Esq. -	Jas. G. Peterkin, Esq.	Messrs. A. and R. C. Cameron, Elgin.
19	Fife - -	G. Dunn, Esq. -	R. Cathcart, Esq.	W. D. Patrick, Esq., County Buildings, Cupar-Fife.
20	Forfar -	R. Calder, Esq. -	J. A. Campbell, Esq., M.P., LL.D.	A. W. Myles, Esq., National Bank Buildings, Forfar.
21	Haddington -	A. E. Scougal, Esq.	The Marquis of Tweeddale.	John D. Watson, Esq., County Clerk's Office, Haddington.
22	Inverness -	J. L. Robertson, Esq.	J. L. Robertson, Esq., H.M. Inspector of Schools.	Messrs. Anderson and Shaw, W.S., Inverness.
23	Kincardine -	Dr. Stewart -	J. Badenach Nicolson, Esq.	Robert Tindal, Esq., County Buildings, Stonehaven.
24	Kinross -	W. W. Waddell, Esq.	Sir C. E. Adam, Bart.	R. Burns Begg, Esq., County Buildings, Kinross.
25	Kirkcudbright	A. O. Barrie, Esq.	W. H. Maxwell, Esq.	Adam Brown, Esq., County Buildings, Kirkcudbright.
26	Lanark -	Dr. Ogilvie -	W. J. Houldsworth, Esq.	J. A. Craigie, Esq., 151, Bath Street, Glasgow.
27	Linlithgow -	Dr. Kerr - -	Thos. Hope, Esq.	W. H. Henderson, Esq., Linlithgow.

No.	County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name of Chairman.	Name and Address of Clerk.
28	Nairn - -	J. Macleod, Esq. -	J. Macleod, Esq., H.M. Inspector of Schools.	H. T. Donaldson, Esq., Nairn.
29	Orkney -	A. R. Andrew, Esq.	Andrew Gold, Esq.	Duncan T. Robertson, Esq., Kirkwall.
30	Peebles -	W. Y. King, Esq.	Sir G. Graham-Montgomery, Bart.	J. Ramsay Smith, Esq., Solicitor, Peebles.
31	Perth - -	A. Walker, Esq. -	Colonel Home Drummond.	Wm. MacLeish, Esq., County Buildings, Perth.
32	Renfrew -	J. Boyd, Esq. -	C. Bine Renshaw, Esq., M.P.	James Caldwell, Esq., County Buildings, Paisley.
33	Ross and Cromarty.	J. L. Robertson, Esq.	J. L. Robertson, Esq., H.M. Inspector of Schools.	Alex. Ross, Esq., Solicitor, Dingwall.
34	Roxburgh -	W. Y. King, Esq.	Jas. Brunton, Esq.	P. Stormonth Darling, Esq., Solicitor, Kelso.
35	Selkirk -	W. Y. King, Esq.	R. Somerville, Esq., M.D.	John Steedman, Esq., Solicitor, Selkirk.
36	Stirling -	Dr. Ogilvie -	Sir James Ramsay-Gibson - Maitland, Bart.	Patrick Welsh, Esq., County Buildings, Stirling.
37	Sutherland -	A. Lobban, Esq. -	Rev. J. Murray -	Archibald Argo, Esq., Golspie.
8	Wigtown -	R. Harvey, Esq. -	Jas. Drew, Esq. -	C. A. McLean, Esq., Wigtown.
39	Zetland -	R. J. Muir, Esq. -	Hay Shennan, Esq.	A. Sutherland, Esq., Lerwick.

Circular to County and Burgh Committees.

Circular 166.

Scotch Education Department,
15 August 1894.

SIR,

I AM directed to enclose, for the information of your Committee, a copy of a Minute [dated 9th July 1894] modifying in some degree that of 1st May 1893, for the allocation of the grant for Secondary Education, available under the Education and Local Taxation Account (Scotland) Act, 1892.

You will observe that the new Minute, while it leaves unaltered the general conditions under which the grant is to be distributed, involves some change in the amount falling to the share of each Burgh and County.

The amount now falling to be dealt with by your Committee is shown on the table appended.

It will now be for your Committee to consider whether any, and, if so, what alterations should be made in the Scheme already submitted and approved. The experience of the past year may suggest certain modifications: and in any case My Lords would be glad to have any remarks which your Committee have to offer in regard to the results, so far, of the grant, in the promotion of efficient Secondary Education.

In any case, application should forthwith be made for Their Lordships' confirmation of the Scheme whether in its present or in a modified form.

My Lords desire to call the special attention of your Committee to the terms of paragraph 17 of the Minute of 1st May 1893. The conditions of that Minute must be fulfilled by the production, annually, of a certificate as prescribed, in the case of every school participating in the grant: and Their Lordships desire that it should be fully understood that no such certificate will be granted to any school which is not contributing effectively to Secondary Education, and which is not, by position and other circumstances, suitable to meet the wants of a fairly extensive or populous district in respect of Secondary Education. Their Lordships presume that your Committee will take steps to secure that any grant allowed shall be devoted to the promotion of Secondary Education, and shall not be used in substitution for, or relief of, rates.

I have, &c.,
H. CRAIK.

TABLE showing how much each Committee will receive of the Sum of 57,000*l.* under the Minute of 9th July 1894.

County.	Fixed Grant.	Amount of Grant according to Population.	Total.
	£	£ s. d.	£ s. d.
Aberdeen (excluding Burgh)	200	2,120 7 10	2,320 7 10
Argyll	200	916 12 0	1,116 12 0
Ayr	200	2,753 12 5	2,953 12 5
Banff	200	757 9 11	957 9 11
Berwick	200	398 9 6	598 9 6
Bute	200	224 18 6	424 18 6
Caithness	200	454 7 3	654 7 3
Clackmannan	200	403 13 7	603 13 7
Dumbarton	200	1,198 16 11	1,398 16 11
Dumfries	200	907 7 11	1,107 7 11
Edinburgh (excluding City and Leith (B.))	200	1,438 10 6	1,638 10 6
Elgin	200	527 13 5	727 13 5
Fife	200	2,326 11 5	2,526 11 5
Forfar (excluding Dundee)	200	1,520 14 0	1,720 14 0
Haddington	200	456 16 2	656 16 2
Inverness	200	1,098 1 7	1,298 1 7
Kincardine	200	433 15 5	633 15 5
Kinross	200	77 17 9	277 17 9
Kirkcudbright	200	490 18 2	690 18 2
Lanark (excluding Glasgow City and Govan)	200	4,492 6 8	4,692 6 8
Linlithgow	200	654 5 0	854 5 0
Nairn	200	104 1 7	304 1 7
Orkney	200	372 3 9	572 3 9
Peebles	200	179 18 6	379 18 6
Perth	200	1,503 7 2	1,703 7 2
Renfrew	200	3,008 6 2	3,208 6 2
Ross and Cromarty	200	962 3 5	1,162 3 5
Roxburgh	200	650 0 5	850 0 5
Selkirk	200	338 10 9	538 10 9
Shetland	200	350 17 11	550 17 11
Stirling	200	1,436 8 2	1,636 8 2
Sutherland	200	267 12 1	467 12 1
Wigtown	200	438 10 3	638 10 3
School Board Burghs.			
Edinburgh	200	3,020 19 5	3,220 19 5
Glasgow	200	6,915 9 7	7,115 9 7
Aberdeen	200	1,350 19 10	1,550 19 10
Dundee	200	1,873 13 6	2,073 13 6
Leith	200	839 14 3	1,039 14 3
School Board Parish.			
Govan	200	1,933 17 4	2,133 17 4
Total	7,800	49,200 0 0	57,000 0 0

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 9th July 1894, amending the terms of paragraph 13 of the Minute of 1st May 1893, providing for the distribution of the sum available for Secondary Education under Section 2 (1) (b) of the Education and Local Taxation Account (Scotland) Act, 1892.

At Dover House, Whitehall, the 9th day of July 1894.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read:—

Paragraph 13 of Minute of 1st May 1893.

Resolved:—

That the said paragraph shall read as follows:—

The amount available under section 2, sub-section (1) (*b*), of the Education and Local Taxation Account (Scotland) Act, 1892, for each financial year shall be distributed by the Scotch Education Department amongst the various Committees constituted as herein-before provided, as follows:—(1) A sum of 200*l.* to each Committee; (2) the remainder in such proportion as the Department may determine, having regard to the population of the district, whether county, burgh, or parish, for which each Committee shall act.

LIST of SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT as HIGHER CLASS PUBLIC SCHOOLS under Section 62 of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys).
	" " " (Girls).
Ayr	Ayr Academy.
	Irvine Royal Academy.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
	Kirkcaldy " "
Forfar	Arbroath " "
	Brechin Higher Class Public School.
	Forfar Academy.
	Montrose "
Haddington	Haddington Knox Institute.
	North Berwick High School.
Kirkcudbright	Kirkcudbright Academy.
Lanark	Glasgow High School.
	Hamilton Academy.
Linlithgow	Linlithgow Academy.
Peebles	Peebles, Bonnington Park High School.
Perth	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling " "

July, 1894.

LEAVING CERTIFICATE AND INSPECTION OF HIGHER CLASS SCHOOLS.

REPORT *for the year* 1894 *by* HENRY CRAIK, ESQ., C.B., on the INSPECTION OF HIGHER CLASS SCHOOLS AND THE EXAMINATION FOR LEAVING CERTIFICATES.

MY LORDS, August 1894.

I HAVE the honour to submit to your Lordships my third special report upon the Inspection of Higher Schools, and upon the Leaving Certificate Examination.

Owing to the passing of the Education and Local Taxation Account (Scotland) Act, 1892, funds are now available for the purposes of this inspection and examination, under section 2 (1) (*a*) of that Act, and it has thus been possible this year, as last, in all ordinary cases, to relieve the schools (except those under private management), and the candidates at the Leaving Certificate Examination, from the fees formerly exacted.

INSPECTION.

The higher schools inspected this year, under your Lordships' authority, are 69 in number, of which 28 are higher class public schools under the management of school boards; 24 are endowed schools, and the remainder are schools under private management—whether that of a governing body or a proprietor.

The method pursued in regard to the reports upon the various schools is the same as that followed in previous years; and, on the whole, the results of the inspection are satisfactory. It would not be fair or reasonable to expect from every school the same standard of attainment; and those entrusted with the inspection have rightly kept in view the local circumstances and the opportunities of each school, and have endeavoured to recognise good work of any kind, although it may be conducted under adverse conditions and may, consequently, not have reached the standard which may eventually be hoped for. To fix a high standard, and to expect that it should be met in every instance, would be, in many cases, to discourage earnest effort which in time may lead to satisfactory results. So far as it has gone, the inspection of higher schools has undoubtedly put an end to much that was faulty in organisation and defective in method. The attention of school authorities has by its means been directed to cases which called imperatively for reform, and it has shown the difference between sound and specious work. The Inspectors have been encouraged to confer with the local authorities as to methods of instruction, to point out weaknesses, to show how defects might be removed, and to indicate the direction in which the curriculum might be most effectively developed. Such conferences have proved useful, I trust, to managers and teachers, and the Inspectors have by means of them acquired new insight into the methods and aims of the schools.

It is as yet too soon to say what may be the results of the new grant for secondary education, as distributed under the schemes drawn up by the burgh and county committees; but it is satisfactory to find that certain Inspectors give instances in which, by means of this grant, the

staff has been materially increased, the curriculum extended, and the educational opportunities made available for a wider circle of pupils.

I cannot say that the reports show uniform improvement, and it would perhaps make their thoroughness and candour somewhat doubtful if they did. After two or three visits to a school an Inspector becomes aware of weak points that might at first not fully appear, and what is faulty in a school is apt to become more marked if very decided measures have not been taken to remove it. But, on the whole, the cases, of which instances were to be found in the earlier years of inspection, where a school had become thoroughly inefficient by defects in methods or by unwillingness to deal courageously with a system which required radical reform, have practically disappeared. The annual inspection has applied a stimulating criticism to all the schools, has given rise to a healthy public opinion in regard to them, and has, in combination with the Leaving Certificate Examination, made it almost impossible for a school to maintain its place if it fails to keep in touch with the general advance in efficiency.

In many cases the reports upon schools have merely had to record a continuous maintenance of high efficiency, and in these circumstances they inevitably carry the impression of a certain monotony of praise. I am by no means inclined to complain of this. To require an Inspector constantly to vary his report by some new point of criticism, and some fresh suggestion as to method, might give an appearance of energetic vigilance, but would not always have a good effect. If a school does sound work, it is better that the local authorities, under the influence, as they must necessarily be, of local opinion, should regulate its internal economy and should feel themselves free to vary the curriculum according to local needs. An occasional hint or suggestion has all the more effect if such hints are not too common and are given only when their timeliness is indubitable. Experience is the best guide in regard to this, and its necessity has been kept in view in the selection of Inspectors. That is a matter which has occupied close attention. In connexion with it, the circumstances of each school have to be carefully considered. It is essential to obtain the services of those who, without being exclusively attached to special methods, have had experience in scholastic affairs, and whose qualifications as to knowledge are well established and adequate to the work, and who have the tact necessary to pronounce a candid judgment on a school without unduly trenching on the functions and responsibilities of managers and teachers. For this purpose it has been thought best not to employ a small fixed staff, but to make selections from a larger number of men of proved qualifications, and, while providing for a certain continuity of judgment by allowing the same person to visit a school several times, yet to provide for criticism from a fresh eye by altering the Inspector, in the case of each school, from time to time.

On the other hand, where it has been called for, the Inspectors have not shrunk from giving a bold and even a condemnatory criticism, Such cases are now comparatively rare, and it is so far satisfactory to know that, as a rule, when a school has been adversely criticised in regard to one part of its curriculum by the Inspector entrusted to report upon that branch, his verdict has been confirmed by a similar criticism upon a different part of the curriculum by a different Inspector. This proves that deficiency is, in most cases, due not to a casual failure in one subject, but rather to a general weakness throughout the school.

It says much for the public spirit of local authorities responsible for the efficiency of schools, and something, I trust, also, for the experience,

impartiality, and tact of the Inspectors, that (in spite of occasionally adverse reports, involving inevitable disappointment to those who have given much labour to the work) the instances of complaints being brought against an Inspector's report have been very rare. It is felt, I hope, that the wish of all concerned in the inspection is to give earnest and sincere help towards efficiency, to encourage effort, and not to criticise or find fault without endeavouring to trace the fault to its real source, and without giving some suggestions for improvement.

There are certain defects to which it may be well to call special attention, as they can be remedied only by an improved public opinion. The premises of these higher schools do not in all cases compare favourably with those of the elementary schools, improved as these have been of recent years. Undue economy often leads to an insufficient staff; and it cannot be too clearly understood that a staff which in point of numbers was adequate to requirements in the past cannot be expected to cope with the variety and scope of a curriculum widened to meet the needs of the present day. When the local authorities, again, have made ample and liberal provision, it is discouraging to find these rendered useless by the habit of removing scholars at an unduly early age. More than once I have had to allude to the injury inflicted upon certain schools by irregular attendance, and in some cases by the habit of allowing scholars to begin the summer holiday before the close of the school session. On this matter it is necessary to speak plainly. The Legislature has made school attendance compulsory for all. In the case of the poorer classes this is enforced by prosecution. I am unable to see that a rich parent, who for reasons of personal or domestic convenience removes his child from school before the work of the school is completed, to the injury of the boy himself, and to the disturbance of the whole school work, is less guilty of failure to fulfil his obligations to his son and to society, than the parent who, under the pressure frequently of poverty and hardship, is obliged to answer the charge of defaulting before a court of law. The system of day schools has in Scotland found more favour with the well-to-do than it has in England. I have no wish to pronounce any opinion on that system as compared with that of boarding schools, which is preferred in England. But it is beyond a doubt that, if the day school system is to have a fair chance, it can only be by each parent feeling that he has a duty to his son and to the school, and that nothing but gross selfishness and carelessness can permit him to set that duty aside for the sake of personal convenience. It is difficult for school managers to check this practice as severely as it ought to be checked, and I think it is only my duty to say that in no instance does it require to be checked so imperatively as in the wealthier quarters of some of the large cities, where there is perhaps least of all an excuse for it.

One hindrance to efficiency alluded to by some Inspectors is of a very different kind. It is found that scholars who come to the secondary schools from the State-aided schools are not always fitted by previous education to take their places in the same class with those who have had the advantage of being trained with a view to higher education. Their presence in these higher schools ought certainly to be encouraged in every way. The funds now at the disposal of each county may afford opportunities for sending such children to the higher school at an earlier age. But in any case the managers of the higher schools will find it to their advantage to make some provision for giving them special training when they are first drafted into the school. As a rule, such children are of good capacity, and come to the school with earnest purpose of profiting by it, and it is probable that a comparatively short period in a prepara-

tory class will enable them to take their places, with mutual advantage, side by side with the scholars who have been in the secondary school from an earlier age.

I alluded last year to the part taken in higher education by distinctively secondary schools on the one hand, and by higher departments in State-aided schools on the other. Complaints have been made that the county committees have in some cases distributed the secondary education grant too widely, and have not kept sufficiently in view the concentration of higher education in central schools, for the benefit of which it is sometimes maintained that the grant was primarily intended. Experience alone can show whether this tendency has been carried too far, and doubtless the committees will be prepared to modify their schemes in the light of such experience. But it must not be forgotten that such higher education as is given in the State-aided schools is all that is open to a large number of the children, and that the inclusion of some such education in the curriculum is a traditional feature of Scottish schools. Nor can it fairly be asserted, in view of the very creditable appearance made by the State-aided schools under the searching test of the Leaving Certificate Examination, that these schools have failed to show that they can successfully overtake a fair amount of secondary education.

Leaving Certificate Examination.

The number of candidates presented for examination was 9,833, and the number of separate papers worked by them was 30,906. Of these 17,085 papers represented 4,352 candidates from 64 higher class schools and the remainder (13,821 papers worked by 5,481 candidates) were taken by pupils from 148 higher departments of State-aided schools.

The examination began on the 18th of June and continued till the 26th of June. The papers worked were sent up day by day to the Department and distributed amongst the revisers. The work of revising more than 30,000 papers, deciding doubtful cases, tabulating the results, and carefully verifying the whole (which was this year carried out with even more than the previous elaborateness and with further checks to secure accuracy), is a very large one; but I am glad to say that the results were known and ready for communication to the schools on the 19th of July. This will be admitted to be the very smallest time within which such a work could possibly be completed, and I must again bear tribute to the unflagging zeal and industry of the staff employed which enabled me to attain this result.

The work of issuing the certificates (about 15,000 in number) has now been completed.

I may again describe the method followed in the examination, which is as follows:—The general supervision, the settlement of the standard of marking, the revision of the work of the examiners, and the decision in regard to doubtful cases, is carried on for each subject, by one principal examiner, who, acting in conference with myself, is also responsible for drawing up the papers. For this work we have generally had the assistance, in each subject, of a professor in a Scottish University. I subsequently receive a report from each person who has taken part in the revision; and from these reports, and my own observation of the papers, many of which come before me personally, I am able to form a fairly accurate estimate of the general standard of work in the schools. With the view of maintaining a correspondence between this examination and the standard of the Joint Examining Board of the

Scottish Universities, who are empowered to accept the Leaving Certificate as a substitute for an entrance examination, arrangements have been made for a conference between representatives of that board and myself.

The greatest care is taken to secure the integrity of the examination by the appointment of a supervising officer for each place of examination, nominated by, and responsible to, the Department. That officer distributes the papers, for the custody of which he is responsible, and he is present throughout the whole of each examination. I regret to say that, in spite of these precautions, I have again to record several instances of indubitable copying. Frequently the candidates admitted this when charged with it; and although, of course, all benefit of the examination was refused to such candidates, this is not an adequate penalty for such an offence, which brings discredit not only on the candidates themselves, but on their school. I would venture to call the attention of school managers and teachers to the necessity of doing all in their power to mark their sense of such conduct.

Passing to the results of the examination, the first point calling for remark is the reduced number of passes obtained, when all the subjects are reckoned. This result is not surprising, when the large increase in the number of candidates is borne in mind; and although it has been our object not only to maintain, but as far as possible to raise, the standard of the examination, I do not think that the increased proportion of those who failed to satisfy the examiners is due to any marked or undue raising of the standard this year. It is difficult even for the most experienced examiners to anticipate what will be the effect of a particular paper, but we have always endeavoured to make a due allowance when a paper has been found to contain some difficulty or stumbling block of an unexpected kind. It is impossible to resist the conclusion, which is confirmed by the reports received from several of the revisers, that candidates are often sent in who have not reached anything like the required standard, and I fear that some school managers and teachers have scarcely realised what that standard is. The decreased per-centage of passes does not apply to all subjects alike. In English there has been a considerable increase, proving that in this, the most usual subject, a fair standard of attainment is being reached by a largely increased number of pupils—the presentations being 6,428, in place of 4,813 last year. In German, with no very material increase in presentations, there has been a decrease in the per-centage of passes; but it may be open to doubt whether the standard was not somewhat lenient in previous years. In French, with some 20 per cent. of increase in presentations, the per-centage of passes is high, and it has been matter of some doubt whether the standard ought not to have been raised. The efficiency reached in certain schools shows that a fairly high standard may be demanded, and in justice to such schools, as well as to raise the value of the certificate, a somewhat enhanced attainment may reasonably be asked before a certificate is granted. There has been no material change in regard to Greek; but the chief fall is in Latin and Mathematics. It is in these subjects that the State-aided schools compare least favourably with the higher class schools, and it is hardly possible therefore to avoid the conclusion that misapprehension exists with regard to the standard, and that pupils are presented on a foundation of knowledge corresponding with the range of Latin or Mathematics as specific subjects under the Code, but inferior to that required in the Leaving Certificate Examination. It cannot be too clearly understood that in Latin, even for the lower grade certificate, familiarity with the common grammatical rules, a certain power of

forming Latin sentences, and a reasonable dexterity in bringing lucid and connected meaning out of a Latin passage of ordinary difficulty are indispensable. In Mathematics no scholar should be presented even for a lower grade certificate who has not mastered the propositions of the first three books of Euclid and acquired a certain facility in working easy deductions from these propositions. He should also be familiar with algebra as far as easy quadratic equations, and with elementary arithmetic, including vulgar and decimal fractions, proportion, and simple interest.

It is interesting to compare the results in each subject in the higher class schools and in the State-aided schools respectively. As might be expected, the presentations in English and arithmetic are most numerous in the State-aided schools, and the pupils in these schools make a fair per-centage of passes; in English 59, as compared with 72 in the higher schools, and in arithmetic 60, as compared with 62. In Latin and Greek the numbers presented from the State-aided schools (456 and 139) are much smaller than those presented from the higher schools (1,150 and 629), and the per-centage of passes is also smaller (34 and 56 per cent., as compared with 53 and 67). In Mathematics the results present a similar scale of comparison; 1,030 candidates from the State-aided schools making 43 per cent. of passes, while 1,850 candidates from higher schools make 56 per cent. But in French and German the case is different. 1,333 candidates were presented in French from the State-aided schools, against 1,842 from the higher schools, and the per-centage of passes was almost identical, 73 and 74 per cent. respectively; while in German 590 candidates from the State-aided schools made 69 per cent. of passes, against 59 per cent. made by 1,221 candidates from the higher schools.

In regard to the work generally, it may fairly be said, comparing the reports received from all those who have taken part in the revision, that there are some features of improvement accompanying the very large increase in the number of candidates. The examination evidently commends itself to school authorities and teachers in Scotland, as is proved by the fact that all the higher class schools in Scotland, with a very small number of exceptions, present candidates for the certificate. In these circumstances it is only natural that the candidates should continue to rise to the standard, and that their industry should be stimulated by the desire to gain what is an object of ambition. I am glad to say that the hints which have been given as to defects in previous years have evidently received attention, and that general improvement is visible in what were formerly weak points.

I have again to repeat what has a very important practical bearing, and is confirmed by the almost uniform tenor of the reports which I have received, viz., that success or failure varies according to the schools rather than the individual candidates. The experience of all those taking part in the examination, and repeated year after year, is of great weight, and its uniform tendency is to prove that the efficiency of a school is the determining matter, and that the variety of individual capacity is comparatively small. If this fact is carefully considered it cannot but stimulate the efforts of all responsible for the efficiency of the schools. I urge it with the more insistance because it has been established to a degree beyond my own expectations.

This remark of course chiefly applies to the ordinary certificates of the higher and lower grades, and in a much less degree to the honours certificates, which imply individual excellence. In regard to the other grades we must keep in view the average state of efficiency, and the

average standard which may fairly be attained. But the honours grade implies exceptional merit, and our object has been to confine this grade to those who have shown marked ability and acquirement. It will readily be conceived that the fixing of all the standards is a matter of much anxious consideration, and that many circumstances must be kept in view. We must not aim at anything beyond the reach of schools of fair efficiency, otherwise we would inevitably discourage much deserving effort. The first and principal end of the Leaving Certificate Examination is to fix a standard for scholars who have gone through a course of secondary education, fairly suitable for the country generally, and neither to discourage schools by asking too much nor to degrade the certificate by bringing it down to the level of inadequate work. Your Lordships have laid upon me the duty of determining the due mean, and experience is, year by year, giving better opportunities of deciding as to this. On the other hand, it is necessary to keep in view the fact that the certificate is accepted by many important public authorities, and not least by the Universities of Scotland, and while we must keep in view the schools first of all, we must not disregard the requirements of these public bodies, towards whom we necessarily incur a grave responsibility. I think we may fairly claim that, while guiding our course chiefly by the circumstances of the schools, we have not failed in the responsibility which we owe to these bodies.

The examination as a whole has been subjected to criticism, but I do not think that this is any matter for regret. Many suggestions of great value have been received and considered. Of the adverse criticism, a part is of the kind which condemns all examinations, much of it, as we would all admit, effective, but disappointing in its failure to propose any possible substitute for the system. But some of the criticism is specific. The Leaving Certificate Examination, it has been said, fails because of "its indiscriminating character," because it "tempts the boys to look "to a low average," because "it encourages mere roughness and "readiness of work in place of high scholarship."

Whatever faults may be found with the papers, it may be well to state that, for drawing them up, I had the assistance of gentlemen whose names it would be improper to cite in this connexion, but who, without question, stand in the very first rank of scholarship whether in England or Scotland. Each paper was the subject of careful consultation, and we had also the advantage of suggestions from the Oxford and Cambridge Schools Examination Board. I do not know what better means could be taken for securing that the papers shall bear the impress of scholarship and experience. With regard to the average standard being too low, this is certainly not the general verdict. No school has succeeded in completely meeting the test, and no statistics published under your Lordships' authority can warrant any school in claiming to have approached most nearly to complete success. Lastly, with regard to the indiscriminating character of the examination, your Lordships have already very distinctly stated your intention that the examination shall be of the nature of a qualifying test, and shall not be competitive. We endeavour to maintain a high standard, but, in regard to the ordinary certificates, not to discriminate between the candidates who reach that standard. The maintenance of a high ideal of scholarship must necessarily rest upon the teaching staff of a school, and ought not to depend upon an examination applicable to 10,000 candidates. Its presence or absence is discovered by the inspection of the individual school, which is quite separate from this examination. But, on the other hand, the revision of the honours papers was quite sufficient to show that the

examination did bring out any merits of style and scholarly taste in the candidates, as well as the amount of their knowledge. Most of the candidates who obtained honours did so on the ground of sound and adequate knowledge, but some (and these not from any one school) owed their success largely to a certain amount of scholarly taste and judgment which they showed. Such cases were not confined to any single school.

The following are some of the special features of the examination in each subject:—

ENGLISH.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
6,428	3,538	660	25	4,223	66

In the lower grade paper, the reports of the various revisers show that there has been considerable improvement in the more essential and elementary points of spelling and composition. In these the average standard has risen, and there are comparatively few cases of complete failure. Grammar is a subject which suffers from the variety of methods followed, and from the want of any system of established authority. The paraphrase, of which I spoke last year as a most important instrument of mental training, appears on the whole to have improved, but it is still in some respects very faulty and disappointing. One is compelled, however, to admit that the process is a difficult one, and that it calls for greater intelligence and mental power than are to be found in the average candidate for the lower grade certificate.

The correction of faulty sentences was not on the whole well done, and showed a defect of thought similar to that displayed in the paraphrase. History and geography were better than last year. The questions on literature were not well answered, and experience increases the doubts which arise as to the expediency of attempting to give to young pupils instruction in such a subject, if it is to lead to the intellectual degradation involved in reproducing, haphazard, a confused mass of second-hand information on a subject which is useless unless it is known at first hand. The errors which were often made as to books and authors would be ludicrous if they had not a much graver side. A candidate is morally and intellectually injured who thinks that it is permissible to run through a list of books of which personally he knows nothing, and assign them to authors on the chance that a few names may be rightly chosen. But this is done so often as to show that it is a danger in the teaching of English which requires to be sternly checked.

In the higher grade and honours the results do not appear to show improvement on last year. The examiners complain of the same absence of independent power of thought, and the same tendency to reproduce in a parrot-like way expressions which have evidently come from books and have not been properly grasped by the candidate. An examination of the honours papers in this subject shows that it gives

to the best pupils some breadth of view and readiness in writing, but that it does not foster exactness of knowledge or the power of careful and discriminating thought.

Latin.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
1,606	475	263	30	768	48

I see no reason to change the opinion I expressed last year, that no subject is more important than this in determining the intellectual standard of a school. Where the Latin is good a school is very rarely bad in other subjects. In regard to the subject itself, the main test is the knowledge of grammar. One of the revisers states what is unquestionably true: "When the grammar is bad a paper is generally bad throughout." In the lower grade the translation from Latin prose was fairly done; that from verse was generally a failure, and it is evident that the passage from Ovid proved harder than was anticidated. The translation from English into Latin varied, but in the case of many schools was creditable. The simple exercise in Latin verse proved that a knowledge of the rules of Latin poetry was entirely wanting. No candidates showed any acquaintance whatever with these rules. The exercise was not reckoned an essential part of the paper, and the result of the experiment does not encourage its repetition; but it is a matter of some regret that a branch of scholarship which might be profitable in many cases should be so entirely neglected.

In the higher grade the weak point seems still to be the translation of an unseen passage from Latin into English. In honours the standard of attainment was high. Candidates have evidently learned more accurately the requirements of that grade, and an examination of the papers of the successful candidates shows that they have acquired much sound knowledge and a considerable grasp of scholarship.

Greek.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
768	373	119	11	503	65

In Greek the lower grade papers show distinct improvement; but in the higher grade the appearance is not so satisfactory. The successful

honours papers were good; but few of the candidates seem to be able to cope with Greek prose composition. When the papers of the successful candidates are examined, it is impossible to deny that a few have shown promise of the literary skill and judgment which this study above all others is fitted to give. But this is not the case with all, even where they have obtained the necessary marks by a creditable amount of knowledge.

FRENCH.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
3,175	1,657	547	141	2,345	74

In French the reports show a creditable advance in standard for the lower grade. But the knowledge of literature is evidently very superficial, and the doubts which I expressed as to the results of such questions in English, occur even more strongly in regard to a foreign language, of which the candidates can very rarely have any first-hand knowledge. There was a considerable demand some years ago for some commercial questions, but as is not unfrequently the case, the demand was not based on any actual work done in the schools. The results in respect of this part of the paper, were lamentable, the candidates having failed throughout, even in the rare cases where they tried the questions.

In the higher grade and honours papers some good results were obtained; but here also the literature does not seem to be studied in a way that is likely to form a good intellectual training. The grammatical acquirement is often good, and that can be gained only by thorough and serious work; but in many cases, even where there is a certain fluency in French composition, it is evident that the mental powers of the candidate are not called into constant exercise, but that it is to a large extent mechanical. The impression which even the best papers give, is not that of severe or rigorous mental discipline; and it was somewhat disappointing to find that one of the papers obtaining highest marks was written by a boy to whom French was evidently a more familiar language than English. It can hardly be said to be the work of a Scottish school to train a Frenchman to speak and write his own language.

GERMAN.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
1,811	819	259	57	1,135	63

In regard to the German, no material advance or retrogression has to be recorded. The lower grade papers showed a creditable knowledge of grammatical rules; and the higher grade some power of composition. But the literary and commercial questions produced no good answers, and the honours papers show no advance on last year. Few of the candidates, indeed, reach a standard higher than might fairly be expected in the higher grade.

MATHEMATICS.

	Presented.	Passed.	Per-centage.
MATHEMATICS.			
Lower Grade - - - -	2,207	1,129	51
Higher Grade - - - -	573	330	58
Honours - - - -	100	34	34
ARITHMETIC ONLY.			
Lower Grade - - - -	4,960	3,207	65
Higher Grade - - - -	773	277	36

	Presented.	Passed with Distinction.	Total passes.	Per-centage.*
ADDITIONAL SUBJECTS.				
Geometrical Conics - -	104	17	44	42
Analytical Geometry - -	93	13	39	42
Higher Dynamics - - -	30	1	18	60
Elements of Dynamics - -	265	14	119	45

* No passes are reckoned in this per-centage unless the candidates have also obtained a certificate in mathematics.

The following are the remarks (based upon the reports of the various revisers) of the gentleman who took the chief part in this branch of the examination :—

"The general result of the examination in Mathematics is satisfactory, and indicates that, as a rule, the elements of the subject are taught in a sound and intelligent manner. The work is generally neatly written, and, when necessary, accompanied by carefully drawn figures. One noticeable feature is the evenness of the marks obtained by the candidates in each school, which shows that success or want of success depends far more on the character of the instruction given than on the individual talent of the candidate.

"*Honours Grade.*—In *geometry*, despite much variation from school to school, the general tone of the work was highly satisfactory. Every question was answered by some of the candidates, and it was clear that the preparation for the examination had been thorough and intelligent. The chief faults were (1) drawing figures on too small a scale and lettering them indistinctly, and (2) deducing proofs of fundamental theorems from those of similar theorems of at least equal difficulty, instead of giving independent demonstrations.

"In *algebra* the questions on elementary theory were, as a rule, poorly answered, and carelessness in solving an easy quadratic equation was very marked. The use of complex numbers appeared to be understood, but such definitions as those of 'homogeneous' and 'symmetrical expressions' were not well given.

"In *trigonometry* the work was generally sound, though sometimes limited in quantity; but neatness of writing and figures were not so general as in the geometry paper. The more difficult questions were answered by a very fair proportion of candidates. That on solution of triangles, however, was seldom worked out accurately or completely.

"*Additional Subjects.*—In *higher dynamics* the work was not very far advanced, but it seemed to rest on a sound elementary basis. The answers ranged over all the questions asked, but it was comparatively rare for any candidate to obtain full marks for more than one question.

"In *analytical geometry* the proofs were in general fully stated and accompanied by carefully drawn figures. The numerical work was generally accurate, though the processes were sometimes unnecessarily laborious. Sometimes the results which the candidates were asked to find were simply written down without the necessary demonstration.

"In *geometrical conics* the work was generally creditable. The candidates showed, on the whole, a sound knowledge of bookwork, which was often accompanied by excellent solutions of the riders. A common fault, however, was the omission to explain the construction of the figures. In some cases the handwriting was slovenly, and the work was at times difficult to decipher from the use of small Italic letters instead of Roman capitals to denote points in the figures.

"In *elements of dynamics* the work was, as a whole, satisfactory and neatly written, and it was clear that the teaching had been careful and accurate. A commendable feature was the large number of well-drawn diagrams. In some cases bookwork and definitions seemed to have been learned by rote, while questions involving the application of the fundamental principles were neglected.

"*Higher Grade.*—In *geometry* the propositions were generally very fairly written out, and the diagrams were often well drawn. Some candidates wasted time by unnecessarily copying out the general enunciations of the propositions. A good many sent up very satisfactory solutions of the deductions, and even showed considerable skill in dealing with them; others, on the contrary, omitted them altogether.

"In *algebra* the work was, on the whole, satisfactory. Some of the methods employed were unnecessarily cumbrous, although a certain proportion of the candidates showed knowledge of the best methods. The answers to the question on progression showed that in a good many cases this subject had been somewhat hastily prepared without being thoroughly understood.

"In *arithmetic* many of the papers were disappointing. Instead of beginning at the beginning, and working right through the paper, many of the candidates omitted questions which merely required a knowledge of elementary arithmetic, and spent their time, often with but little success, in attacking the more advanced questions.

"In *elementary trigonometry* the work was generally very fairly done, more attention being given, as might be expected, to bookwork than to questions requiring ingenuity. The question on logarithms was, as a rule, well answered, although 'negative characteristics' proved a stumbling block to a good many. An objectionable feature in some papers was the apparent attempt to make an answer appear to be correct when the work did not really lead to the solution indicated.

"*Lower Grade.*—In *geometry* the average work was good and intelligent, and the style of writing out the proofs showed improvement on former years. Too many candidates tried to use Euclid I., 4 to prove two triangles congruent, although the angles given equal were not those contained by the two equal sides.

"In *algebra* questions depending on the elementary rules were well answered, and questions on factors were better done than in previous years. As formerly,

however, weakness was shown in fractions and in equations with *literal* co-efficients. A large proportion of the candidates were fairly successful in solving the problems.

"In *arithmetic* the mechanical parts of the work were, as a rule, well done, the neatness and care with which the answers were written being, as a rule, extremely creditable, although there were some conspicuous exceptions where there was room for considerable improvement. The answers to questions which merely required the application of an arithmetical rule were generally well done, but in some schools those questions which involve greater exercise of the mental faculties were for the most part hardly attempted. In some schools much time was lost by the employment of cumbersome methods. For example, when it was required to find the prime factors of two numbers and also their highest common factor, comparatively few made use of the separate factors already obtained to find the highest common factor.

"In spite of the warning that all the steps of the work must be shown, many candidates lost marks by omitting the detailed work in such cases as reduction, addition of fractions, etc. This had apparently been done on scroll paper, instead of being done in the books provided. A good many candidates took this paper who had not mastered the principles of vulgar or decimal fractions.

"*Copying.*—It must be stated with regret that in several cases the answers showed unmistakable evidence of copying, and it was clear that the candidates had been allowed to sit too near each other and to look about them during the examination.

"*Book-keeping and Commercial Arithmetic.*—Candidates were examined from 41 schools with the following result:—

Presented.	Passed.	Per-centage.
437 -	- 287 -	- 66.

"In *book-keeping* the general results were satisfactory. There was a tendency to vagueness both in the definitions and in the answers to questions, and few candidates showed clearly that every transaction has two parts, and that 'double entry' means recording these two parts. As a rule, the invoice and day books were correctly drawn up, but the cash book was not well framed. In spite of instructions to the contrary, many of the candidates journalised more transactions than were necessary. Only a few candidates saved labour by forming books with columns, whereby the items in a cash, day, or invoice book can be separated into classes, although the class of business under consideration lent itself well to this method.

"In *commercial arithmetic* the work was, on the whole, creditable, showing a fair amount of ability in accurate and rapid calculation."

I have the honour to be, &c.,
HENRY CRAIK.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Note as to Leaving Certificate Examination.

The Examination for Leaving Certificates is held annually by the Scotch Education Department about the middle of June.

Candidates must be pupils of the school at which, or in connexion with which, they are examined, and must have been in regular attendance from January to the date of the examination. They may be presented in any grade of any subject. In no case does the result of examination in a paper taken in a previous year affect the examination.

(*For further information see Circular* 163.)

Circulars to Correspondents of Schools.

Leaving Certificate, 1894. Circular 157.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
15th November 1893.

Sir,

I am directed to inform you that my Lords propose that the next examination for leaving certificates shall begin on Monday, the 18th of June.

The principles laid down in the "Note as to Mathematical Papers, 1893," will apply to the examination to be held in 1894. For the paper in book-keeping two hours and a half only will be allowed.

My Lords desire to give notice that in future only those candidates will be admitted to the examination for leaving certificates who have been in regular attendance at the school at which, or in connexion with which, they are examined, from the beginning of the year to the date of the examination.

I have, &c.
H. Craik.

Note as to Mathematical Papers.

Certificates in mathematics are awarded in three grades, lower, higher, and honours. Candidates may present themselves for examination in any grade, but those who fail to obtain the certificate for which they are examined will not be awarded a lower certificate.

Lower Grade Certificate.

To obtain a lower grade certificate in mathematics, a candidate must pass in each of the three following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Arithmetic† (1½ hours), including practice, proportion, per-centage, square root, simple interest, vulgar and decimal fractions.

2. Algebra (1½ hours), including fractions, factors, square root, equations of the first degree, simultaneous equations of the first degree, easy quadratic equations, problems leading to the above equations.

3. Geometry (2 hours). The subject matter of Euclid, Books I., II., and III., with easy deductions. Demonstrations other than Euclid's will be accepted if they assume no propositions which in Euclid's order are subsequent to the proposition under consideration.

Candidates for a lower grade certificate may also take the paper in elements of dynamics, success in which will be recorded on the certificate. *No certificate in dynamics will be awarded to any candidate who does not obtain a certificate in mathematics.*

The papers in geometrical conics, analytical geometry, and higher dynamics cannot be taken by candidates for a lower grade certificate.

Higher Grade Certificate.

To obtain a higher grade certificate a candidate must pass in each of the four following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others. The candidate may also take one or more of the additional subjects, success in which will be recorded on the certificate. (Only one additional subject should, as a rule, be taken at this stage.)

1. Arithmetic (1½ hours). The whole subject.

2. Algebra (1½ hours), as far as progressions, inclusive.

3. Geometry (2 hours). The subject matter of Euclid, Books I., II., III., IV., VI., and XI., with deductions.

4. Trigonometry and logarithms‡ (1½ hours), as far as the logarithmic solution of triangles, inclusive.

Arithmetic Certificate.

Candidates may be examined in arithmetic† alone, either in the lower or higher grade.

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* Candidates for any grade must take all the papers belonging to that grade; *i.e.*, they may not take geometry and algebra of the lower grade and arithmetic of the higher, &c.

† No candidate for a lower or higher grade certificate in mathematics will be excused examination in arithmetic on the ground of having already obtained a certificate in arithmetic.

‡ The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

Candidates who fail to obtain a certificate in mathematics may be awarded a certificate in arithmetic if they show sufficient proficiency in that subject.

Honours Certificate.

To obtain an honours certificate a candidate must pass with credit in each of the four following subjects, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra (1½ hours) as far as permutations and combinations, the binomial theorem, the elementary theory of quadratic functions treated algebraically and graphically, the theory of complex numbers including graphical treatment.

2. Geometry (2 hours) including Euclid with deductions, and the following sections of modern geometry:—Line segments (signs of segments, relations among segments); transversals; properties of the centroid and orthocentre of a triangle and the circumscribed, inscribed, escribed, and nine-point circles; harmonic ranges and pencils; pole and polar; radical axis; similitude; inversion.

3. Trigonometry (1½ hours) as far as De Moivre's theorem, inclusive.

4. At least one of the following additional subjects, geometrical conics, analytical geometry, higher dynamics.

Additional Subjects.

1. Elements of dynamics (1½ hours). Velocity, acceleration, the rectilineal motion of a uniformly accelerated particle, the laws of motion, the composition of forces, equilibrium, the centre of mass (gravity), common machines, work and energy, elementary hydrostatics, specific gravity.

2. Geometrical conics (1½ hours). The properties of the parabola, the elementary properties of central conics, the sections of the cone.

3. Analytical geometry (1½ hours). The straight line, transformation of co-ordinates, the circle.

4. Higher dynamics (1½ hours). The elements of dynamics, as above, treated with the help of trigonometry, Atwood's machine, parabolic motion of a projectile, composition of forces acting on a rigid body, uniform circular motion, impact, kinetic energy, centre of pressure, metacentre.

No candidate may take any of the additional subjects who is not a candidate for a certificate in mathematics, and no certificate of success in any of the additional subjects will be given unless the candidate obtain a certificate in mathematics.

Book-keeping and Commercial Arithmetic.

To obtain a certificate in book-keeping and commercial arithmetic a candidate must pass in each of the following papers:—

1. Book-keeping (2½ hours). Candidates will be required to answer easy questions on the principles and practice of book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance sheets and profit and loss accounts.

Proper books will be provided.

2. Commercial arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures, and such questions as are likely to arise in ordinary commercial

transactions. An exercise in addition, involving speed and accuracy, will be given.

Scotch Education Department,
July 1892.

Leaving Certificate, 1894. Circular 158.

Scotch Education Department,
15th November, 1893.

SIR,

I AM directed to inform you that my Lords are prepared next year, as in the past two years, to admit to the examination for leaving certificates candidates from the higher departments of State-aided schools, if upon due inquiry these departments should appear to be of such a character as to warrant the benefits of the examination being extended to the scholars in attendance.

School boards and managers who may apply for the admission of scholars to the examination are requested to give information on the following points :—

(*a*.) The character and organisation of the higher department.

(*b*.) The qualifications of the teacher in charge of it.

(*c*.) Whether the higher department has been recognised by the county or burgh committee as a place for higher instruction.

(*d*.) The approximate number of pupils whom it is proposed to present at the examination and the subjects and stages in which they would be examined. It will not be necessary to give the names of the pupils.

The attention of school boards and managers is also requested to the following points :—

1. The examination will begin on Monday, the 18th June.
2. Only those candidates will be admitted to the examination who have been in regular attendance at the school at which, or in connexion with which, they are examined, from the beginning of the year to the date of the examination.
3. My Lords are unable to hold an examination at or in connexion with a school from which candidates are presented only in arithmetic and English of the lower grade. In such cases they think that the attention of the pupils should be confined in the first instance to the merit certificate (Article 29 of the Code). I am to point out that the standard of the Leaving Certificate Examination is much higher than any stage of a specific subject.

   This rule will not preclude pupils of the school from being presented in arithmetic and English of the lower grade in cases where pupils are to be presented in other subjects, and where my Lords have agreed to hold an examination.
4. As other provision is made for testing the qualifications of pupil-teachers, my Lords are not prepared to admit them to the examination.
5. No grant is attached to the leaving certificate.
6. In order that the arrangements for the examination, which are on a large scale, may be duly made, my Lords will be unable to consider any application for admission to the examination which is not received before the 1st April next. Application must be made in respect of those schools from which scholars were

admitted this year, as well as for those in connexion with which no examination has yet been held.

7. In the case of school boards which propose to present candidates from two or more schools within the district of the school board, all the candidates must be examined together at one school, and it should be stated which of the schools will be most convenient for this purpose.
8. Where more than one supervising officer is required, it will be necessary to make a charge for the examination, but otherwise my Lords would hope to be able to conduct it without cost to the school authorities.

I have, &c.
H. CRAIK.

Higher Class Schools.
Inspection, 1894.

Circular 161.

Scotch Education Department,
26th January 1894.

SIR,

WITH a view to the completion of arrangements for the inspection of higher class schools this year, I am to request you to inform my Lords, *as soon as possible*, whether inspection is this year desired for the above-named school. Should inspection be desired one of each of the enclosed forms should be filled up and forwarded to the Department in due course.

All schools from which pupils are presented for leaving certificates must be inspected under the direction of my Lords, but it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the managers.

I have, &c.
H. CRAIK.

Higher Class Schools.
Inspection under the Educational Endowments (Scotland) Act, 1882.

Circular 162.

Scotch Education Department,
26th January 1894.

SIR,

WITH a view to the completion of arrangements for the inspection of higher class schools this year, I am directed by my Lords to inquire at what time it will be most convenient that the inspection of the above-named school, in terms of section 19 (or section 45) of the Educational Endowments (Scotland) Act, 1882, should take place.

My Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

Where pupils are presented for leaving certificates, it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the governing body.

I have, &c.
H. CRAIK.

Leaving Certificate, 1894. Circular 163.

Scotch Education Department,
2nd April 1894.

SIR,

I AM directed to remind you that the examination for leaving certificates will begin on Monday, the 18th June, and I am to give the following further particulars with respect to it.

About a month before the examination, my Lords will issue a form, on which they will ask for exact information as to the numbers to be examined in the various grades of each subject.

Candidates must be pupils of the school at which, or in connexion with which, they are examined, and must have been in regular attendance from the beginning of the year. They may be presented in any grade of any subject. In no case does the result of examination in a paper taken in a previous year affect the examination.

The following subjects will be included in the examination :—English (including questions on Modern History and Geography), Latin, Greek, French, German, Mathematics (including Arithmetic), and Book-keeping with Commercial Arithmetic.

If the authorities of any school should desire to present pupils in Italian, early intimation should be sent to the Department.

Certificates of three grades,—lower, higher, and honours—will be given in each of these subjects except book-keeping and commercial arithmetic, where one grade of certificate only will be given.

For information as to the arrangement of the papers and the character of the questions in mathematics, I am to call your attention to the note which was issued last year, and which will apply to this year's examination.

As on previous occasions, the examination will be general and not in prescribed books. In the English papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in history, literature, and geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in history and geography, may be expected from every pupil, and candidates in the lower and higher grades will be required to satisfy the examiners that they possess a competent knowledge of at least one of these subjects. Candidates in the honours grade will be at liberty to answer any of the questions set in the First Paper (Higher Grade Paper) in history and geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

My Lords have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. They are of opinion that candidates should not be presented in a grade higher than that in which they are likely to pass, and they fear that the issue of certificates, in certain cases, in a lower grade than that in which candidates are presented, has to some extent encouraged the practice. They will not at present withdraw this concession; but they desire to give notice that a certificate of a lower grade will, in such cases, be issued only to a very limited extent. Their Lordships will be unable to issue a lower grade certificate in any subject to candidates who take papers in the honours grade and fail to qualify for a certificate in the higher or honours grade. In mathematics a certificate will in no case be awarded in a lower grade than that in which the candidate is presented.

In Latin, Greek, French, German, and English two papers will be required in the honours grade. In book-keeping and commercial arithmetic, separate papers will be set, but a certificate will be granted to those candidates only who pass in both branches.

My Lords propose that the examination should take place simultaneously in each school, beginning on Monday, June 18. The subjects will be taken in the following order :—

Monday, June 18th -	10 a.m.	Arithmetic.
" " " -	12 noon	Geometry.
" " " -	3 p.m.	Algebra.
Tuesday, June 19th -	10 a.m.	English.
" " " -	2 p.m.	English (2nd honours paper).
Wednesday, June 20th	10 a.m.	French.
" " "	2 p.m.	French (2nd honours paper).
Thursday, June 21st	10 a.m.	Latin.
" " "	2 p.m.	Latin (2nd honours paper).
Friday, June 22nd -	10 a.m.	Greek or Book-keeping.
" " " -	2 p.m.	Greek (2nd honours paper) or Commercial Arithmetic.
Monday, June 25th -	10 a.m.	Trigonometry and Logarithms.*
" " " -	12 noon	Analytical Geometry.
" " " -	2 p.m.	Dynamics.
" " " -	4 p.m.	Geometrical Conics.
Tuesday, June 26th -	10 a.m.	German.
" " " -	2 p.m.	German (2nd honours paper).

On each occasion, the papers for the lower grade, the higher grade, and the honours grade certificate, in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each paper in languages and English will be two hours and a half in the lower grade, and three hours in the higher and honours grades. For the time allowed for the various subjects in mathematics, you are referred to the note as to mathematical papers issued last year. For the paper in book-keeping two hours and a half only will be allowed.

The examination will be held at the school from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, scroll paper (on which no notes of any sort should appear), and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical figures. The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the head master a few days before the examination.

Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be instantly dismissed and the case reported to the Department. My Lords would suggest that the attention of the pupils should be called to this matter.

* The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

My Lords will appoint an officer to represent the Department at the examination. He will distribute the papers and supervise the examination. If, *in any subject*, all the candidates cannot be accommodated in one room, information must be sent to the Department *at least one month* before the examination, so that the necessary number of supervising officers may be appointed. Such supervision cannot be entrusted to anyone who does not represent the Department.

The selection of candidates from any school rests entirely with the authorities of that school, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the higher class schools, it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in such schools, should be presented. It is undesirable, if the examination is to serve as a test of the real merits of a school and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of the managers.

In the case of candidates who desire to qualify by this examination for exemption from examinations of the University of Oxford, or the University of Cambridge, it is essential that notice should previously be given to this Department, and a list of the names of such candidates must be furnished on a form for this purpose, which may be obtained on application to the Department. If, subsequently, candidates should determine not to proceed to either University, notice must be given *before* the 25th July. In the absence of such notice, the papers will be sent to the Schools' Examination Board, and the ordinary fee will fall to be paid to that Board.

In regard to their Lordships' Circular (No. 158) of the 15th November last, sent to State-aided schools, I am to explain that, while my Lords are unable to hold an examination at, or in connexion with, a school from which candidates are presented only in arithmetic and English of the lower grade, this rule will not preclude pupils of the school from being presented in these subjects only, in cases where my Lords have agreed to hold an examination.

I have, &c.
H. Craik.

MEMORANDUM.

A large number of university and professional authorities have announced their readiness to accept the leaving certificate in lieu of such preliminary examinations as are held under their directions.

Amongst these we may name :—

The Lords of Council and Session (for the purposes of the Law Agents Act);
The War Office and the Civil Service Commissioners, for the Army Preliminary Examination;
The University of Oxford;
The University of Cambridge;

The Joint Board of the Scottish Universities for the Preliminary Examination;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Institute of Accountants and Actuaries in Glasgow;
The Society of Accountants in Edinburgh; and
Girton College, Cambridge.

My Lords are informed that the leaving certificate of the Scotch Education Department is accepted by the University of Oxford under the following conditions:—

I.—In Lieu of Responsions.

No certificate is accepted unless the candidate has passed in at least four subjects at one examination, three of which subjects shall be Greek, Latin, and Elementary Mathematics.

By passing is to be understood—

(*a*) In elementary mathematics—passing in the lower grade.
(*b*) In Latin and Greek—passing in the higher grade.
(*c*) In French and German—passing in the higher grade.
(*d*) In English—passing in the higher grade.
(*e*) A candidate passing in higher mathematics (including analytical geometry, geometrical conics and dynamics), might count this as equivalent to passing in elementary mathematics, and the required fourth subject (*see first paragraph*).

II.—In Lieu of Responsions, together with an Additional Subject.

Those candidates who, having satisfied the above conditions, obtain an honours certificate in Greek and Latin, or, in addition to four other subjects, obtain a higher grade certificate in French or German, are considered to have passed an examination equivalent to responsions, together with an additional subject.

General.

The written work of those candidates who apply to have their certificates accepted will have to be submitted to the awarding examiners of the schools examination board.

A special fee of 5*s.* will be charged for each candidate whose papers are thus submitted.

Also, that the following recommendations have been approved by the Senate of the University of Cambridge:—

1. That the highest grade schools examination syndicate be authorised to examine the papers of candidates to whom certificates have been awarded by the Scotch Education Department, and to report to the Vice-Chancellor upon their sufficiency.

2. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade classical papers of the Scotch Education Department be accepted as equivalent to the papers other than the paper on the Greek Gospel or its substitute, in Part I. of the previous examination.

3. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade mathematical papers of the Scotch Education Department be accepted as equivalent to the papers, other than the paper on Paley's Evidences or its substitute, in Part II. of the previous examination.

4. That candidates who hold a higher grade certificate in Latin and Greek, endorsed as above, be required to pass in the paper on the Greek Gospel or its substitute, in order to be excused from Part I. of the previous examination, and shall pay a fee of five shillings on admission to examination in such paper.

5. That candidates who hold a higher grade certificate in mathematics, endorsed as above, be required to pass in the paper on Paley's Evidences or its substitute, in order to be excused from Part II. of the previous examination, and shall pay a fee of five shillings on admission to examination in such paper.

6. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade papers of the Scotch Education Department in French, or in German, or in trigonometry and dynamics, be accepted as equivalent to the papers in the additional subjects in the previous examination.

7. That the certificates of any undergraduates who claim exemption from either part of the previous examination, or from the examination in the additional subjects, by virtue of the above regulations, be presented to the registrary in their first term of residence, and that a fee of 1*l.* for the registration of each certificate of exemption from examination in Part I. or in Part II., or in the additional subjects of the previous examination, be paid at the same time to the registrary. No certificate, not presented in a student's first term of residence, shall be valid without the express permission of the council.

8. (*a.*)—That the papers of candidates desiring to proceed to this university, to whom certificates have been awarded by the Scotch Education Department, be submitted to the highest grade schools examination syndicate.

(*b.*)—That a special fee of 5*s.* be charged for each candidate whose papers are thus submitted.

LEAVING CERTIFICATE, 1894.

Examination Papers.

ENGLISH.

Lower Grade.

Tuesday, 19th June, 10 A.M. *to* 12.30 P.M.

NINE *questions should be answered, and no more.* FIVE *of these must be in Section* I., TWO *in Section* II., ONE *in Section* III. *The remaining question may be taken from any Section. Questions* 1 *and* 2 *must be attempted.*

Section I.

1. Write out, and punctuate, the passage read for dictation.

2. Paraphrase the following lines, so as to bring out their full meaning:—

> The lapse of time and rivers is the same;
> Both speed their *journey* with a restless stream;
> The silent pace with which they steal away,
> *No* wealth can bribe, no prayers persuade to stay;
> Alike irrevocable *both* when past,
> And a wide ocean swallows both at last.
> Though each *resemble* each in every part,
> A difference strikes at length the musing heart:
> Streams never flow in *vain;* where streams abound,
> How laughs the land with various plenty crowned!
> But time, that should enrich the nobler mind,
> *Neglected,* leaves a weary waste behind.

3. Parse the words italicised in the passage quoted in Question 2; and give a general analysis of the last four lines of it.

4. Point out any Teutonic suffixes, any Latin prefixes, and any Latin suffixes, that occur in the passage quoted in Question 2. Give the derivations of *lapse, river, journey, prayer, plenty, crowned, waste.*

5. Give (*a*) the feminines of *emperor, singer, fox;* (*b*) instances of nouns which do not form their plurals according to the general rule; (*c*) the comparison of *late* and of *old;* (*d*) the past participles of *mow, wind, run, bear, lie, weave, ride, seethe, slide;* (*e*) the singular of the present subjunctive, and of the past subjunctive, of *be.*

6. What part of speech is each of the following italicised words? (*a*) I did not think you had *such* large hands; (*b*) He is *rather* vain than proud; (*c*) No one *else* knew it; (*d*) Obey, or *else*

go; (*e*) He surpassed *himself;* (*f*) Tell me *who* wrote that book; (*g*) It never *rains but* it pours; (*h*) He is never tired of *playing;* (*i*) *No, certainly not.*

7. When did each of the following authors flourish, and for what kind of writing is he chiefly famous:—Adam Smith, Shelley, Thackeray, Bede, Roger Bacon, Cowper, George Herbert, Langland, Ben Jonson, Samuel Johnson, Darwin, Gibbon, Wycliffe, Jeremy Taylor, Richardson, Steele, Pope, Spenser?

8. Name the authors of the following poems, and write an account of any *two* of the poems:—*Boadicea, Hohenlinden, The Lord of Burleigh, The Eve of St. John, The Burial of Sir John Moore, Lucy Gray, The Deserted Village, The Bard, Rule Britannia.*

9. Correct any faults in the following sentences, *and say why they are faults:*—
   (*a*) It was then ascertained that before securing the coffin signs of life presented themselves.
   (*b*) Women generally marry men as young or younger than themselves.
   (*c*) He is one of the few surviving magistrates of the island, of which he is a native, and lived in it all his life.
   (*d*) Hume comprehended as much of Shakespeare as an apothecary's phial would, placed under the Falls of Niagara.
   (*e*) Fights frequently ensue in consequence, but which are generally put a stop to before any damage is done by the interference of friends.

Section II.

10. Write an account of any *two* of the following:—Edward the Elder, Queen Margaret of Scotland, Lanfranc, Simon de Montfort, James I. of Scotland, Humphrey Duke of Gloucester, Thomas Cromwell, John Knox.

Or,

Write an account of any *two* of the following:—Burleigh, Strafford, Montrose, Danby, Walpole, Clive, the elder Pitt, Charles James Fox, O'Connell.

11. Describe, so as to show their importance, any *two* of the following:—(*a*) The Conversion of the English to Christianity; (*b*) The principal measures taken by William the Conqueror to secure his position in England; (*c*) The Peasants' Revolt in 1381; (*d*) The Battle of Harlaw; (*e*) The Origin of the Wars of the Roses; (*f*) The Discovery of the New World; (*g*) The Progress of the English Reformation in the reign of Edward VI.; (*h*) The First Covenant, and the Lords of the Congregation.

Or,

Describe, so as to show their importance, any *two* of the following:—(*a*) The Ecclesiastical Policy of Elizabeth; (*b*) The Gowrie Plot; (*c*) The points in dispute between Charles and the Parliament immediately before the Civil War; (*d*) The

Battle of Bothwell Bridge; (*e*) The Trial of the Seven Bishops; (*f*) The Wesleyan Movement; (*g*) The Irish Insurrection of 1798; (*h*) The Repeal of the Corn Laws.

12. What do you know of any *two* of the following:—(*a*) The Danegeld and Danelagh; (*b*) The Feudal System in Scotland; (*c*) The Constitutions of Clarendon; (*d*) The Statutes of Provisors and Præmunire; (*e*) The Court of High Commission; (*f*) The Petition of Right; (*g*) The Exclusion Bill; (*h*) The Terms of the Union of England and Scotland; (*i*) The Stamp Act; (*j*) The Terms of the Union of Great Britain and Ireland; (*k*) The Poor Law of 1834?

SECTION III.

13. If a straight line were drawn on the map from Glasgow to Sheffield what counties, rivers, and hills would it cross? Say what you know of two towns in Scotland and three towns in England near which it would run.

14. Where are the following places:—Agincourt, Prague, Leipsic, Naseby, Culloden Moor, Londonderry, Worms, Granada, Plevna, Quebec, Lucknow? Choose six of these places and say what important events are connected with them.

15. From what parts of the world do the following chiefly come to Great Britain:—sponges, hides, tapioca, pepper, petroleum, wheat, cod liver oil, opium, timber, silver, quinine?

16. Write a short description of Lower Egypt. What is its commercial and political importance? How is it governed?

ENGLISH.

LOWER GRADE.

Tuesday, 19th June. 10.45 A.M.

Passage for Dictation.

Singular as my present situation is, it is scarcely disagreeable, nor was it unforeseen. He is not fit for public business, who does not, even at his entrance, prepare his mind for such an event. Health, fortune, tranquillity and private connexions I have sacrificed upon the altar of the public; and the only return I receive, because I will not concur to dupe and mislead a senseless multitude, is, barely, that they have not yet torn me in pieces. That this has been the only return, is my pride, and a source of more real satisfaction than honours or prosperity. I can practise, before I am old, the lessons I learned in my youth.

ENGLISH.

Higher Grade and First Paper for Honours Grade.

Tuesday, 19th June. 10 A.M. to 1 P.M.

Every Candidate should answer TEN *questions, and no more; and every Candidate must take questions* 1 *and* 2, *and, in addition,* THREE *other questions in Section* I.

Higher Grade Candidates must take, also, TWO *questions in Section* II., *and* TWO *in Section* III. *The remaining question may be taken from any Section.*

Honours Grade Candidates are not required to answer questions from Sections II. and III., but may do so. The full number of marks can be obtained in Section I.

Section I.

1. Write an essay, about two pages long, on one of the following subjects:—

(*a*) The mental and moral uses of athletic sports.
(*b*) Courage, its nature and kinds.
(*c*) The Pilgrim's Progress.

2. Paraphrase the following lines, so as to bring out their full meaning:—

I never looked that he *should live* so long.
He was a man of that unsleeping spirit,
He seemed to live by miracle: his food
Was glory, which was poison to his mind,
And peril to his body. He was one
Of many thousand *such* that die betimes,
Whose story is a fragment, known to few.
Then comes the man who has the luck *to live,*
And he's a prodigy. Compute the chances,
And deem there's *ne'er* a one in dangerous times
Who wins the race of glory, *but* than he
A thousand men more gloriously endowed
Have fallen upon the course; a thousand others
Have had their fortunes foundered by a chance,
Whilst lighter barks pushed by them; to whom add
A smaller tally, of the singular few
Who, gifted with predominating powers,
Bear yet a temperate will and keep the peace.
The world knows nothing of its greatest men.

3. Parse the words italicised in Question 2. Give a general analysis of the following sentence, naming the class to which each clause belongs:—"To argue that these could not be his reasons, because they were not wise, sound and substantial, would be to suppose what is not true, that bad men are always discreet and able."

4. Take the quotation in Question 2, and write a list of the words in it which have a Latin origin. Give their derivations where you can. What do you know of the origin of *such*, the *-ly* of *gloriously*, the *s* of *whilst*, the *-ed* of *gifted*? Is the word *gifted* legitimately formed?

5. Point out, in the quotation in Question 2, one example of inversion, one of antithesis, one of epigram, two of alliteration, and two of metaphor. Turn one of the metaphors into a simile, and define metaphor and simile.

6. Point out, by reference to the quotation in Question 2, some characteristic differences between the native and the Romance elements of the English language.

7. Explain, as exactly as possible, the meaning of the following terms:—irony, epic, ode, rhythm, rhyme, melodrama, Euphuism, Restoration Dramatists, Lake Poets.

8. In what works do the following characters appear:—Sancho Panza, Meg Merrilies, Touchstone, Tito Melema, Griselda, George Warrington, Sir Roger de Coverley, Andrew Fairservice, Harold Skimpole, Sir Bedivere, Cassius, Sir Guyon, Moses Primrose, Ariel, Mr. Resistance, Mr. Micawber? Write short notes on *four* of these characters.

9. Name *three* authors born between 1320 and 1345, *four* between 1550 and 1565, *three* between 1660 and 1675, *three* between 1770 and 1775, *four* between 1800 and 1815. Show how the works of any *one* of these authors reflect the character of his time.

10. Correct any faults in the following sentences, *and say why they are faults*:—
    (*a*) It was then ascertained that before securing the coffin signs of life presented themselves.
    (*b*) Women generally marry men as young or younger than themselves.
    (*c*) He is one of the few surviving magistrates of the island, of which he is a native, and lived in it all his life.
    (*d*) Hume comprehended as much of Shakespeare as an apothecary's phial would, placed under the Falls of Niagara.
    (*e*) Fights frequently ensue in consequence, but which are generally put a stop to before any damage is done by the interference of friends.

Section II.

11. Write an account of any *two* of the following:—Edward the Elder, Queen Margaret of Scotland, Lanfranc, Simon de Montfort, James I. of Scotland, Humphrey Duke of Gloucester, Thomas Cromwell, John Knox.

Or,

Write an account of any *two* of the following:—Burleigh, Strafford, Montrose, Danby, Walpole, Clive, the elder Pitt, Charles James Fox, O'Connell.

12. Describe, so as to show their importance, any *two* of the following:—(*a*) The Conversion of the English to Christianity; (*b*) The principal measures taken by William the Conqueror to secure his position in England; (*c*) The Peasants' Revolt in 1381; (*d*) The Battle of Harlaw; (*e*) The Origin of the Wars of the

Roses; (*f*) The Discovery of the New World; (*g*) The Progress of the English Reformation in the reign of Edward VI.; (*h*) The First Covenant, and the Lords of the Congregation.

Or,

Describe, so as to show their importance, any *two* of the following:—(*a*) The Ecclesiastical Policy of Elizabeth; (*b*) The Gowrie Plot; (*c*) The points in dispute between Charles and the Parliament immediately before the Civil War; (*d*) The Battle of Bothwell Bridge; (*e*) The Trial of the Seven Bishops; (*f*) The Wesleyan Movement; (*g*) The Irish Insurrection of 1798; (*h*) The Repeal of the Corn Laws.

13. Write a full account of any *one* of the following:—(*a*) The Witenagemot, the Danegeld, and the Danelagh; (*b*) Feudalism in Scotland; (*c*) The Constitutional Reforms of Henry I.; (*d*) The Constitutions of Clarendon; (*e*) The changes in the structure and powers of Parliament between 1295 and 1399; (*f*) The Court of High Commission, and its history; (*g*) The Poor Law of Elizabeth, and the state of things that occasioned its enactment.

14. Write a full account of any *one* of the following:—(*a*) The causes of the defeat of Charles in the Civil War; (*b*) The ecclesiastical and the foreign policy of the Protector Cromwell; (*c*) The Claim of Right, and the circumstances of the Revolution of 1688–89 in Scotland; (*d*) The terms of the Union of England and Scotland, and the effects of the Union on Scotland; (*e*) North's Regulating Act, Fox's India Bill, Pitt's Indian Act, and the circumstances that occasioned them; (*f*) The history of the movement for Catholic Emancipation; (*g*) The Poor Law of 1834, and its effects.

Section III.

15. In what places in the United Kingdom are the following chiefly found, or made:—coal, salt, cutlery, firearms, carpets, hosiery, porter? By what routes would they come to Edinburgh?

16. Where are the following places, and what important events are associated with them:—Agincourt, Prague, Leipsic, Naseby, Culloden Moor, Londonderry, Worms, Granada, Plevna, Quebec, Lucknow?

17. What do you know of Afghanistan, and of the occupations, religion, and government of the Afghans? Draw a map to indicate the positions of Herat, Cabul, the Khyber Pass, Peshawur, Candahar, the Bolan Pass, and Shirkapur.

18. Draw a map of Africa, south of the Limpopo River, indicating the political divisions. Where is Uganda, and what is its importance?

19. What causes make the Atlantic Ocean more important to the civilised world than the Pacific? What do the following terms mean:—glacier, lagoon, watershed, pass, equatorial currents?

ENGLISH.

Honours.—Second Paper.

Tuesday, 19th June. 2 to 5 p.m.

About six *questions should be answered. At least* four *of these must be taken from Section I.*

Section I.

1. What sovereigns, and what statesmen, have noticeably influenced English Literature?

2. How do you account for the dearth of great writers (*a*) in England (excluding Scotland) during the fifteenth century; and (*b*) in Scotland during the seventeenth century?

3. Take any work of Chaucer, or Spenser, or Bacon, or Milton, or Scott, and illustrate from it some of the characteristics of the author's genius.

4. Describe, fully, *one* of the following Shakespearean characters:—Hamlet, Brutus, Shylock, Rosalind, Lady Macbeth, Henry V., King John, Coriolanus, Caliban. (Do not merely give an account of the plot in which the character takes a part.)

5. Write an account of any famous biography, and of any famous satire, in our language.

6. Sketch the history of the novel in our literature during the eighteenth century.

7. Which of our celebrated authors died young? Write an account of the life and works of any one of them who died before 1800.

8. Write a short account of one of the longer poems of each of the following:—Coleridge, Byron, Shelley, Tennyson.

Section II.

Optional Questions.

1. Translate the following into Modern English:—

Hit gelamp on sumne sæl þæt hī sǣton ætgædere Ōswold and Aidan on þām hālgan ēasterdæge; þā bær man þām cyninge cynelice þēnunga on ānum sylfrenan disce; and sōna þā inn *ēode* ān þæs cyninges þegna þe his ælmyssan bewiste, and sǣde þæt fela þearfan sǣtan geond þā strǣt gehwanon *cumene* tō þæs cyninges ælmyssan. Þā *sende* se cyning sōna þām þearfum þone sylfrenan disc mid sande mid ealle, and hēt *tōceorfan* þone disc, and syllan þām þearfum heora ælcum his dǣl, and man dyde ðā swā. Þā genam Aidanus se æðela bisceop þæs cyninges swȳþran hand mid swīðlicre blysse, and clypode mid gelēafan, þus *cweðende* him tō: 'Ne forrotige on brosnunge þēos gebletsode swȳðre hand.' And him ēac swā geēode, swā swā Aidanus him bæd, þæt his swīðre hand is gesundfull oð þis.

2. Decline, prefixing throughout the Anglo-Saxon for 'this,' *sǣl* (masc.), and *strǣt* (fem.). Give the infinitive, the 3rd. pers.

sing. present indicative, the 3rd per. sing. and 3rd per. plur. past indicative, and the past participle of each of the verbs italicised in the passage quoted above. Give the whole of the present indicative of *one* of these verbs.

3. Give the derivations of any non-Teutonic words in the passage quoted above. What was the effect of the Scandinavian invasions and settlements on the vocabulary and grammar of Anglo-Saxon?

4. What do you know of the writings of Alfred and of Ælfric? Give an account of *Judith* or of *The Wanderer*.

5. Determine, as far as you can, the dialect and the date of the following passage. Give your reasons; and say what variations you would expect, if the passage had been written in a different contemporary dialect. What non-Teutonic words occur in the passage?

Þe zōþe noblesse comþ of þe gentyle herte. Vorzoþe non herte ne is gentyl, bote he louie god: þanne þer ne is non noblesse, bote to serui god an louye, ne vyleynye, bote ine þe contrarie, þet is, god to wreþi and to do zenne. Non ne ys arizt gentyl ne noble of þe gentilesse of þe bodye: vor ase to þe bodye alle we byeþ children of one moder, þet is, of erþe and of wose, huer of we nome alle vless and blod: of þo zide non ne is arizt genti ne vri.

6. How, and why, did one of the dialects of the fourteenth century develop into standard English? What became of the other dialects?

LATIN.

Lower Grade.

Thursday, 21st June. 10 A.M. to 12.30 P.M.

Candidates should in all cases attempt Question 4.

1. Translate into English:—

(*a*) Ubi nihil respondebatur, fossa duplicique vallo circumdata urbe in tres partes exercitum dividit, ut una semper pars quietis interim duabus oppugnaret. Prima pars quum adorta oppugnare est, atrox sane et anceps prœlium fuit: non subire, non scalas ferre ad muros, præ incidentibus telis facile erat, et iam qui erexerant ad murum scalas, alii furcis ad id ipsum factis detrudebantur, in alios, lupi (*hooks*) superne ferrei iniecti, ut in periculo essent ne suspensi in murum extraherentur. Quod ubi animadvertit Scipio, nimio paucitate suorum exæquatum certamen esse, et iam eo superare hostem quod ex muro pugnaret, duabus simul partibus—prima recepta—urbem est adgressus.

(*b*) Tempore ruricolae patiens fit taurus aratri,
Praebet et incurvo colla premenda iugo:
Tempore paret equus lentis animosus habenis,
Et placido duros accipit ore lupos:
Tempore Poenorum compescitur ira leonum,
Nec feritas animo, quae fuit ante, manet;

Quaeque sui monitis obtemperat Inda magistri
Bellua, servitium tempore victa subit;
Tempus ut extentis tumeat facit uva racemis,
Vixque merum capiant grana quod intus habent.

2. (*a*) Give (1) the meaning; (2) the Gender; and (3) the Genitive Singular and Plural, of the following Nouns:—*haeres, rus, veternus, palus, paries, pecus, pinus, iter, nix, as.* Give the Feminine of *victor, nepos, gener, patruus.*

(*b*) Give the Comparative and Superlative of *facilis, diu, nequam, benevolus.*

(*c*) Give the Principal Parts of *pango, sarcio, doceo, seco, audeo, fingo, haurio, potior.*

(*d*) Distinguish between *quisnam, quisquis, ecquis—enim, et enim, at enim—simulo, dissimulo—placeo, placo—fŭgit, fūgit—consulo te, consulo tibi—ceu, seu—ultra, ultro—;* and give the Latin for *whither? twenty times; how great? how many? the second hour; one or two hours; the 1st March; one million.*

3. Translate into Latin:—

(*a*) He was envied by most men.

(*b*) I promised him to return before midnight.

(*c*) Seeing that all was lost he fled for Rome.

(*d*) I could not make out which of the two had done it.

(*e*) I sold him the horse at the same price that I had paid for it.

4. Translate into Latin:—

Already, before the appointment of the dictator, the Roman Senate had shewn its resolution to carry on the war to the death. Hannibal had allowed his Roman prisoners to send ten of their number to Rome to petition that the whole body might be ransomed at the sum of three minae a-piece. But the senate forbade the money to be paid, choosing neither to give Hannibal so large a sum, nor to shew any pity for men who had allowed themselves to be captured alive. So the prisoners were kept in hopeless captivity, and the armies which the State needed were raised out of other materials. The expedients adopted shewed the urgency of the danger.

5. Answer *one* (not both) of the following questions:—

(*a*) Give shortly, with dates, the main events in the Second Punic War.

(*b*) Translate into Latin Elegiac Verse:—

Sweet (*it is*) under a summer morn to furrow (*sulcare*) the deep (*prŏfundum*),
When trim (*uncta*) ship (*ăbies*) glides (*lăbor*) over (abl.) placid waters (*vădum*).
The silent (*tăcitus*) oars dip in (*tingo*) the unmoved sea (*marmor*),
The languid breeze scarcely moves the canvas (*carbaseus*) folds.
Here, touched with silver, an old city is disclosed (*aperire*) to the traveller (*iens*);

Here a mountain comes into view (*appāreo*), which commands (*dominor*) the waters.
Meanwhile grief is assuaged (*lēnire*) by the lyre (*cĭthăra*), and the wave
Rejoices to bear on its breast the sweetly (*dulce*) sounding strain (*mĕlos*).

LATIN.

Higher Grade and First Paper for Honours Grade.

Thursday, 21st June. 10 A.M. to 1 P.M.

Candidates will not receive a certificate unless they reach the necessary standard both in Latin Prose Composition and in Translation.

1. Translate into Latin :—

The arrival of the Ninety-Third caused quite a sensation in Calcutta, where but few Highland regiments had ever been seen before. To quote the words of an eye-witness, writing from Calcutta to friends at home, describing a party of the Ninety-Third which was sent ashore to store the heavy baggage which had to be left in Calcutta, he stated :—"On hearing the Ninety-Third in the streets, Scotchmen who had long been exiled from home rose from their desks, rushed out, and stood at the doors of their offices, looking with feelings of pride at their stalwart countrymen, and listening with smiles of pleasure to the sounds of their own northern tongue, long unfamiliar to their ears. Many brought out tankards of cool beer, and invited the men as they passed aloug to drink, and the Highlanders required but little pressing, for the sun was hot, and, to use their own vernacular, the exercise made them *gey drouthy*."

2. Translate into English :—

(*a*) Restitit et senior, quamvis onus urget : et orat
Tecta suae subeat quantulacunque casae.
Illa negat : simularat anum, mitraque capillos
Presserat ; instanti talia dicta refert :
Sospes eas, semperque parens ; mihi filia rapta est.
Heu melior quanto sors tua sorte mea est !
Dixit : et, ut lacrimae (neque enim lacrimare deorum est),
Decidit in tepidos lucida gutta sinus.
Flent pariter molles animi, virgoque senexque ;
E quibus haec iusti verba fuere senis :
Sic tibi, quam raptam quaeris, sit filia sospes,
Surge, nec exiguae despice tecta casae.
Cui dea, Duc, inquit : scisti, qua cogere posses ;
Seque levat saxo, subsequiturque senem.

(*b*) Praeteritorum commemorationi subiecit, Proficisci sibi in Italiam, atque omnem exercitum deportare, in animo esse. . . . . Sed illis, nec quid dicerent, nec quid facerent, quicquam unquam pensi fuisse. Reliquas civitates monere, ut ex factis, non ex dictis, amicos pensent : intelligantque, quibus credendum, et a quibus cavendum sit. Libertate modice utantur. Temperatam eam, salubrem et singulis et civitatibus

esse: nimiam et aliis gravem, et ipsis, qui habeant, praecipitem et effrenatam esse. Concordiae in civitatibus principes et ordines inter se, et in commune omnes civitates, consulerent. Adversus consentientes nec regem quemquam satis validum, nec tyrannum fore. Discordiam et seditionem omnia opportuna insidiantibus facere, quum pars, quae domestico certamine inferior sit, externo potius se applicet, quam civi cedat. Alienis armis partam, externa fide redditam, libertatem sua cura custodirent servarentque: ut Romanus populus dignis datam libertatem, ac munus suum bene positum sciret.

3. Translate into Latin:—

(*a*) He was not the man to put up with an unjust accusation.

(*b*) The enemy thought that it would be impossible for us to cross the river without exposing ourselves to attack.

(*c*) He was so far from regretting what he had done, that he would have repeated the offence if he had not been forcibly prevented.

(*d*) Construct complete sentences exhibiting the following words with substantives following them in the proper construction:—*studeo, opus, interest, persuadeo, muto, obliviscor.*

4. Answer *one only* of the following questions:—

(*a*) Describe the constitution and main functions of the three great *Comitia.*

(*b*) Describe accurately the situation of the following, and state briefly, with dates, the events for which they are celebrated:—*Caudine Forks—Metaurus — Actium—Colline Gate—Rubicon—Aegates—Carrhae—Munda —Allia.*

LATIN.

Honours. Second Paper.

Thursday, 21st June. 2 P.M. to 5 P.M.

1. Translate into Latin:—

There was a general impression that Palmerston's influence was exercised on behalf of popular movements abroad; and that if he had not acted a good deal on his own impulses and on his own authority he could hardly have served any popular cause so well. His chief fault was that he was rather too strong for those around him. If any grave crisis came, he, it was murmured, and he alone, would be equal to the occasion, and would maintain the dignity of England. Neither in war nor in statesmanship does a man suffer much loss of popularity by occasionally disobeying orders and accomplishing daring feats.

2. Translate into English:—

(*a*) Doctorum Licini celeberrime Sura vivorum,
Cuius prisca graves lingua reduxit avos:
Redderis, heu quanto fatorum munere! nobis,
Gustata Lethes paene remissus aqua.
Perdiderant iam vota metum, securaque flebant
Tristia cum lacrimis: iamque peractus eras.

Non tulit invidiam taciti regnator Averni,
Et raptas fatis reddidit ipse colos.
Scis igitur, quantas hominum mors falsa querelas
Moverit; et frueris posteritate tua.
Vive velut rapto, fugitivaque gaudia carpe:
Perdiderit nullum vita reversa diem.

(*b*) Perdidit arma, locum virtutis deseruit, qui
Semper in augenda festinat et obruitur re.
Vendere quum possis captivum, occidere noli:
Serviet utiliter: sine pascat durus aretque,
Naviget ac mediis hiemet mercator in undis,
Annonae prosit, portet frumenta penusque.
Vir bonus et sapiens audebit dicere: Pentheu,
Rector Thebarum, quid me perferre patique
Indignum coges? Adimam bona. Nempe pecus, rem,
Lectos, argentum: tollas licet. In manicis et
Compedibus saevo te sub custode tenebo.
Ipse deus, simulatque volam, me solvet. Opinor,
Hoc sentit: Moriar: mors ultima linea rerum est.

(*c*) Tum Laelius: Video iam illum, quem exspectabam, virum cui praeficias officio et muneri. Huic scilicet, Africanus, uni paene: nam in hoc fere uno sunt cetera, ut numquam a se ipso instituendo contemplandoque discedat; ut ad imitationem sui vocet alios; ut sese splendore animi et vitae suae sicut speculum praebeat civibus. Ut enim in fidibus aut tibiis, atque ut in cantu ipso ac vocibus concentus est quidam tenendus ex distinctis sonis, quem immutatum aut discrepantem aures eruditae ferre non possunt; isque concentus ex dissimillimarum vocum moderatione concors tamen efficitur et congruens: sic ex summis et infimis et mediis et interiectis ordinibus, ut sonis, moderata ratione civitas consensu dissimillimorum concinit; et quae harmonia a musicis dicitur in cantu, ea est in civitate concordia, arctissimum atque optimum in omni re publica vinculum incolumitatis; eaque sine iustitia nullo pacto esse potest.

(*d*) Congestis circum lignis accensisque, simul epulantes, ut quisque vino incaluerat, ad pugnam temeritate inani ferebantur. Quippe ipsorum tela per tenebras vana: Romani conspicuam barbarorum aciem, et, si quis audacia aut insignibus effulgens, ad ictum destinabant. Intellectum id Civili: et, restincto igne, misceri cuncta tenebris et armis iubet. Tum vero strepitus dissoni, casus incerti, neque feriendi neque declinandi providentia. Unde clamor acciderat, circumagere corpora, tendere arcus. Nihil prodesse virtus, fors cuncta turbare, et ignavorum saepe telis fortissimi cadere. Apud Germanos inconsulta ira: Romanus miles, periculorum gnarus, ferratas sudes, gravia saxa, non forte iaciebat. Ubi sonus molientium, aut adpositae scalae hostem in manus dederant, propellere umbone, pilo sequi: multos, in moenia egressos, pugionibus fodere. Sic exhausta nocte, novam aciem dies aperuit.

3. Translate the following passages, explaining and illustrating, by examples, all peculiarities of meaning or construction :—

(*a*) Vitaque mancipio nulli datus, omnibus usu.
(*b*) Vincebat auxilio loci paucitas, ni Veiens in verticem collis evasisset.
(*c*) Cetera sunt sumptus in duodecim tabulis minuendi.
(*d*) Raptim quibus quisque poterat elatis.
(*e*) Ista exposuisti, ut tam multa, memoriter, ut tam obscura, dilucide.

(*f*) Litoraque alcyonem resonant, acalanthida dumi.
(*g*) Tentata res est si primo impetu capi Ardea posset.
(*h*) Maesti (crederes victos) in castra redeunt.
(*i*) Si tanta cupido
Bis Stygios innare lacus, bis nigra videre
Tartara.
(*k*) Si fractus illabatur orbis
Impavidum ferient ruinæ.
(*l*) Under what circumstances does Latin depart from the rule that two negatives destroy one another?

4. Answer *one* (not both) of the following question:—

(*a*) Write a short Latin essay describing the situation of Rome.
(*b*) Translate the following passage into Latin Elegiac Verse:

A Green Cornfield.

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn

A stage below, in gay accord
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sang and soared to sing.

The cornfield stretched a tender green
To right and left beside my walks;
I knew he had a nest unseen
Somewhere among the million stalks:

And as I paused to hear his song
While swift the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

CHRISTINA ROSETTI.

5. Answer *one* (not both) of the following questions:—

(*a*) Give a general account of the policy of Cæsar. Was his assassination a benefit, or a reverse, to the Roman world?
(*b*) In what sense is it true that a modern spirit runs through Roman literature, as compared with Greek?

GREEK.

LOWER GRADE.

Friday, 22nd June. 10 A.M. to 12.30 P.M.

1. Translate:—

Ἐλθὼν δ' ἐκεῖνος λέγει ὅτι ἄξει αὐτοὺς πέντε-ἡμερῶν εἰς χωρίον ὅθεν ὄψονται θάλατταν· εἰ δὲ μή, τεθνάναι ἐπηγγείλατο. καὶ ἀφικνοῦνται ἐπὶ τὸ ὄρος τῇ πέμπτῃ ἡμέρᾳ· ἐπειδὴ δὲ οἱ πρῶτοι ἐγένοντο ἐπὶ τοῦ ὄρους καὶ κατεῖδον τὴν θάλατταν, κραυγὴ πολλὴ ἐγένετο. ἀκούσας δὲ ὁ Ξενοφῶν

καὶ οἱ ὀπισθοφύλακες[1] ᾤήθησαν ἔμπροσθεν ἄλλους ἐπιτίθεσθαι πολεμίους. ἐπειδὴ δὲ ἡ βοὴ πλείων τε ἐγίγνετο καὶ ἐγγύτερον καὶ οἱ ἀεὶ ἐπιόντες ἔθεον δρόμῳ ἐπὶ τοὺς ἀεὶ βοῶντας καὶ πολλῷ μείζων ἐγίγνετο ἡ βοή, ἴσῳ δὴ πλείους ἐγίγνοντο, ἐδόκει δὴ μεῖζόν τι εἶναι τῷ Ξενοφῶντι. καὶ ἀναβὰς ἐφ' ἵππον καὶ Λύκιον καὶ τοὺς ἱππέας ἀναλαβὼν παρεβοήθει· καὶ τάχα δὴ ἀκούουσι βοώντων τῶν στρατιωτῶν, Θάλαττα, θάλαττα, καὶ παρεγγυώντων.[2] ἔνθα δὴ ἔθεον ἅπαντες καὶ οἱ ὀπισθοφύλακες, καὶ τὰ ὑποζύγια ἠλαύνετο καὶ οἱ ἵπποι. ἐπεὶ δὲ ἀφίκοντο πάντες ἐπὶ τὸ ἄκρον, ἐνταῦθα δὴ περιέβαλλον ἀλλήλους καὶ στρατηγοὺς καὶ λοχαγοὺς δακρύοντες.

[1] ὀπισθοφύλακες, "rear-guard."

[2] παρεγγυᾶν, "to pass the word."

Parse fully: ὄψονται, τεθνάναι, ἐπηγγείλατο, ᾤήθησαν, ἐπιόντες, περιέβαλλον.

2. Translate into Greek:—

(1.) Tell us what you are doing and what you intend (μέλλω) to do.

(2.) I shall be present when the proper time (καιρός) comes.

(3.) What shall we suffer, if the king gets us in his power (κρατεῖν)?

(4.) I would that I had died before this has happened.

(5.) They knew that they were in danger owing to you.

(6.) We fought (πολεμεῖν) with the barbarians for the space of fifty years.

3. (*a*) Parse:—Ἡράκλεις, Δία, κρέως, νεφ', νῆες, δορί, πρέσβεως, ὕδατα, πήχει, κύον.

Give the accus. sing. of βασιλεύς, μητήρ, λέων, ἵστις, ἥρως, and the dat. plur. of χείρ, υἱός, δαίμων, τέσσαρες, τριήρης.

Form comparatives and superlatives from—ὠκύς, νέος, παχύς, ἴσος, εὐδαίμων, ἐχθρός, ἡδύς, χαριείς, μάκαρ, καλός.

(*b*) Give the imperf. indic. act. 1st pers. sing. of αἰτῶ, ἐῶ, ἐθίζω, ἕλκω, ἐνοχλῶ, and the fut. indic. 2nd pers. sing. of κομίζω, γελῶ, ἄδω, πίνω, πετάννυμι.

Parse ἐπεπόνθεσαν, φθῆναι, πτάσθαι, ἵεσαν, καθῆσο, ἑλᾷς, ἐκράθη, στραφέντες, ἡμαρτημένα, ὠνήσω, ἐρρήθη, παρεστάναι, πέπλεχθε, ἔδουν, ἐτάφησαν, πλεύσομαι, ταμοῖεν, καθεδοῦνται, ἐφθαρμένος, ἐᾷκει, giving in each case the chief tenses of the verb.

(*c*) What case is governed by each of the following verbs:—γεύομαι, χαρίζομαι, φθονῶ, κατηγορῶ, ὠφελῶ, διαφέρω, βοηθῶ, αἰτῶ, χρῶμαι, μετέχω?

Give examples to illustrate the use of μετά with the accus. and the genit., παρά with the accus., πρός with the genit., ἐπί with the dative.

GREEK.

Higher Grade and First Paper for Honours Grade.

Friday, 22nd June. 10 A.M. to 1 P.M.

(Candidates will not receive a certificate unless they reach the necessary Standard both in Grammar and Translation.)

1. Translate:—

Ἔχει δὲ καὶ ὑμῖν, ὦ ἄνδρες, οὕτως· ἐάν με νυνὶ διαφθείρητε, οὐκ ἔστιν ὑμῖν ἔτι λοιπὸς τοῦ γένους τοῦ ἡμετέρου οὐδείς, ἀλλ' οἴχεται πᾶν πρόρριζον.[1] καίτοι οὐκ ὄνειδος ὑμῖν ἐστιν ἡ Ἀνδοκίδου καὶ Λεωγόρου οἰκία οὖσα. οὐ γὰρ ἔστιν ὅστις πώποτε ὑμῶν παριὼν τὴν οἰκίαν τὴν ἡμετέραν ἀνεμνήσθη ἢ ἰδίᾳ ἢ δημοσίᾳ κακὸν παθὼν ὑπ' ἐκείνων, οἳ πλείστας μὲν στρατηγήσαντες στρατηγίας πολλὰ τρόπαια τῶν πολεμίων καὶ κατὰ γῆν καὶ κατὰ θάλατταν ὑμῖν ἀπέδειξαν, πλείστας δὲ ἄλλας ἀρχὰς ἄρξαντες καὶ χρήματα διαχειρίσαντες τὰ ὑμέτερα οὐδένα πώποτε ὤφλον, οὐδ' ἡμάρτηταί οὐδὲν οὔτε ἡμῖν εἰς ὑμᾶς οὔτε ὑμῖν εἰς ἡμᾶς, οἰκία δὲ πασῶν ἀρχαιοτάτη καὶ κοινοτάτη ἀεὶ τῷ δεομένῳ. οὐδ' ἔστιν ὅπου ἐκείνων τις τῶν ἀνδρῶν καταστὰς εἰς ἀγῶνα ἀπήτησεν ὑμᾶς χάριν τούτων τῶν ἔργων. μὴ τοίνυν, εἰ αὐτοὶ τεθνᾶσι, καὶ περὶ τῶν πεπραγμένων αὐτοῖς ἐπιλάθησθε, ἀλλ' ἀναμνησθέντες τῶν ἔργων νομίσατε τὰ σώματα αὐτῶν ὁρᾶν αἰτουμένων ἐμὲ παρ' ὑμῶν σῶσαι. τίνα γὰρ καὶ ἀναβιβάσομαι δεησόμενον ὑπὲρ ἐμαυτοῦ; τὸν πατέρα; ἀλλὰ τέθνηκεν. ἀλλὰ τοὺς ἀδελφούς; ἀλλ' οὐκ εἰσίν.

[1] πρόρριζον, "root and branch."

2. Translate *one* of the following passages:—

(*a*) Ὣς οἱ μὲν τοιαῦτα πρὸς ἀλλήλους ἀγόρευον·
ἀγχίμολον δὲ σύες τε καὶ ἀνέρες ἦλθον ὑφορβοί.
τὰς μὲν ἄρα ἔρξαν κατὰ ἤθεα κοιμηθῆναι·
κλαγγὴ δ' ἄσπετος ὦρτο συῶν αὐλιζομενάων.
αὐτὰρ ὁ οἷς ἑτάροισιν ἐκέκλετο δῖος ὑφορβός·
"ἄξεθ' ὑῶν τὸν ἄριστον, ἵνα ξείνῳ ἱερεύσω
τηλεδαπῷ· πρὸς δ' αὐτοὶ ὀνησόμεθ', οἵπερ ὀΐζὺν
δὴν ἔχομεν πάσχοντες ὑῶν ἕνεκ' ἀργιοδόντων·
ἄλλοι δ' ἡμέτερον κάματον νήποινον ἔδουσιν."
Ὣς ἄρα φωνήσας κέασε ξύλα νηλέϊ χαλκῷ·
οἱ δ' ἴν εἰςῆγον μάλα πίονα πενταέτηρον·
τὸν μὲν ἔπειτ' ἔστησαν ἐπ' ἐσχάρῃ· οὐδὲ συβώτῃ
λήθετ' ἄρ' ἀθανάτων· φρεσὶ γὰρ κέχρητ' ἀγαθῇσιν
ἀλλ' ὅγ' ἀπαρχόμενος κεφαλῆς τρίχας ἐν πυρὶ βάλλ·
ἀργιόδοντος ὑός, καὶ ἐπεύχετο πᾶσι θεοῖσιν,
νοστῆσαι Ὀδυσῆα πολύφρονα ὅνδε δόμονδε.

Scan the third line.

(*b*) Ἀλλ' οὐ γὰρ οὔτ' ἐν τοῖσδ' ἀκούσομαι κακὸς
γάμοισιν, οὔθ' οὓς αἰὲν[2] ἐμφορεῖς σύ μοι
φόνους πατρῴους ἐξονειδίζων πικρῶς.
ἓν γάρ μ' ἄμειψαι μοῦνον, ἢν σ' ἀνιστορῶ.
εἴ τις σέ, τὸν δίκαιον, αὐτίκ' ἐνθάδε

κτείνοι παραστάς, πότερα πυνθάνοι ἄν εἰ
πατήρ σ' ὁ καίνων, ἢ τίνοι ἂν εὐθέως;
δοκῶ μέν, εἴπερ ζῇν φιλεῖς, τὸν αἴτιον
τίνοι' ἄν, οὐδὲ τοὔνδικον περιβλέποις.
τοιαῦτα μέντοι καὐτὸς εἰσέβην κακά,
θεῶν ἀγόντων· οἷς ἐγὼ οὐδὲ τὴν πατρὸς
ψυχὴν ἂν οἶμαι ζῶσαν ἀντειπεῖν ἐμοί.
σὺ δ', εἴ γὰρ οὐ δίκαιος, ἀλλ' ἅπαν καλὸν
λέγειν νομίζων, ῥητὸν ἄῤῥητόν τ' ἔπος,
τοιαῦτ' ὀνειδίζεις με τῶνδ' ἐναντίον.

[2] ἐμφορεῖς, "urge against."

3. (*a*) Translate into Greek:—

(1) He continued to converse with us till it was day.

(2) Do not answer till you have heard the question.

(3) They asked how large the army was, and where it was marching.

(4) There are many reasons why we must not (verbal in —τεος) surrender the city.

(5) We were afraid that the Greeks might attack us unawares during the night.

(6) You and I are agreed (ὁμολογεῖν) that we ought to condemn (καταγιγνώσκειν) no one unheard (ἄκριτος).

(*b*) Write down the following names in Greek, with accents:—Homer, Aeschylus, Thucydides, Socrates, Demosthenes.

Express in Greek:—"Such a man"; "the man himself"; "we ourselves"; "two thirds"; "in our time"; "on the sea-coast."

4. (*a*) Give the stems, genit. and accus. sing. of the following words:—ὕδωρ, μάρτυς, γέρας, ὀδούς, χάρις.

Give the dat. sing. of—Ἑρμῆς, Ἕως, Οἰδίπους, ἔαρ, ἠχώ.

Form comparatives and superlatives from — ἁπλοῦς, ἥσυχος, βραδύς, παλαιός, μέλας, εὖ, μάλα, ἄγχι, καλῶς, ὑψέ.

(*b*) Give the aorist indic. act. 3rd sing. of—χέω, ἀνοίγω, ἰνίνημι, ὀφείλω, φθάνω.

Give the perfect indic. act. 1st pers. sing. of χαίνω, λαγχάνω, συλλέγω, ἐγείρω, ὄμνυμι.

Parse:—φανήσει, διαλλαγῆναι, ὑπέσχετο, ἀπήχθετο, ἐλήλεγκται.

(*c*) Distinguish between ὦμος and ὠμός, δῆμος and δημός, βίους and βιούς, ἀγών and ἄγων, ποίησαι and ποιῆσαι.

GREEK.

Honours.—Second Paper.

Friday, 22nd June. 2 P.M. to 5 P.M.

I. Translate :—

(1) Ὁ δὲ Κλέων τέως μὲν ἡσύχαζεν, ἔπειτα ἠναγκάσθη ποιῆσαι ἅπερ ὁ Βρασίδας προσεδέχετο. τῶν γὰρ στρατιωτῶν ἀχθομένων μὲν τῇ ἕδρᾳ, ἀναλογιζομένων δὲ τὴν ἐκείνου ἡγεμονίαν, πρὸς οἵαν ἐμπειρίαν καὶ τόλμαν μετὰ οἵας ἀνεπιστημοσύνης καὶ μαλακίας γενήσοιτο, καὶ οἴκοθεν ὡς ἄκοντες αὐτῷ ξυνεξῆλθον, αἰσθόμενος τὸν θροῦν, καὶ οὐ βουλόμενος αὐτοὺς διὰ τὸ ἐν τῷ αὐτῷ καθημένους βαρύνεσθαι, ἀναλαβὼν ἦγε. καὶ ἐχρήσατο τῷ τρόπῳ, ᾧπερ καὶ ἐς τὴν Πύλον εὐτυχήσας ἐπίστευσέ τι φρονεῖν· ἐς μάχην μὲν γὰρ οὐδὲ ἤλπισέν οἱ ἐπεξιέναι οὐδένα, κατὰ θέαν δὲ μᾶλλον ἔφη ἀναβαίνειν τοῦ χωρίου, καὶ τὴν μείζω παρασκευὴν περιέμενεν, οὐχ ὡς τῷ ἀσφαλεῖ, ἢν ἀναγκάζηται, περισχήσων, ἀλλ' ὡς κύκλῳ περιστὰς βίᾳ αἱρήσων τὴν πόλιν ἐλθών τε καὶ καθίσας ἐπὶ λόφου καρτεροῦ πρὸ τῆς Ἀμφιπόλεως τὸν στρατὸν, αὐτὸς ἐθεᾶτο τὸ λιμνῶδες τοῦ Στρυμόνος καὶ τὴν θέσιν τῆς πόλεως ἐπὶ τῇ Θρᾴκῃ, ὡς ἔχοι. ἀπιέναι τε ἐνόμιζεν, ὁπόταν βούληται, ἀμαχεί· καὶ γὰρ οὐδὲ ἐφαίνετο οὔτ' ἐπὶ τοῦ τείχους οὐδεὶς οὔτε κατὰ πύλας ἐξήει, κεκλημέναι τε ἦσαν πᾶσαι. ὥστε καὶ μηχανάς τι οὐκ ἀνῆλθεν ἔχων, ἁμαρτεῖν ἐδόκει· ἑλεῖν γὰρ ἂν τὴν πόλιν διὰ τὸ ἔρημον.

Explain the mood and tense of γενήσοιτο.

ΙΩΝ.

(2) καὶ τοῦτ' ἔχων τοὔνειδος, ἀσθενὴς μὲν ὤν,
ὁ μηδὲν ὢν κἀξ οὐδένων κεκλήσομαι·
ἦν δ' ἐς τὸ πρῶτον πόλεος ὁρμηθεὶς ζυγὸν
ζητῶ τις εἶναι τῶν μὲν ἀδυνάτων ὕπο
μισησόμεσθα· λυπρὰ γὰρ τὰ κρείσσονα·
ἴσοι δὲ χρηστοὶ δυνάμενοί τ' εἶναι σοφοὶ
σιγῶσι κοὐ πεύθουσιν ἐς τὰ πράγματα,
γέλωτ' ἐν αὐτοῖς μωρίαν τε λήψομαι
οὐχ ἡσυχάζων ἐν πόλει φέβου πλέᾳ.
τῶν δ' ἐν λόγῳ τε χρωμένων τε τῇ πόλει
εἰς ἀξίωμα βὰς πλέον φρουρήσομαι
ψήφοισιν. οὕτω γὰρ τάδ', ὦ πάτερ, φιλεῖ·
οἳ τὰς πόλεις ἔχουσι κἀξιώματα
τοῖς ἀνθαμίλλοις εἰσὶ πολεμιώτατοι.
ἐλθὼν δ' ἐς οἶκον ἀλλότριον ἔπηλυς ὤν,
γυναῖκά θ' ὡς ἄτεκνον, ἣ κοινουμένη
τὰς συμφοράς σοι πρόσθεν, ἀπολαχοῦσα νῦν
αὐτὴ καθ' αὑτὴν τὴν τύχην οἴσει πικρῶς,
πῶς οὐχ ὑπ' αὐτῆς εἰκότως μισήσομαι,
ὅταν παραστῶ σοὶ μὲν ἐγγύθεν ποδός,
ἡ δ' οὖσ' ἄτεκνος τὰ σὰ φίλ' εἰσορᾷ πικρῶς,
κἄτ' ἢ προδοὺς σύ μ' ἐς δάμαρτα σὴν βλέπῃς,
ἢ τἀμὰ τιμῶν δῶμα συγχέας ἔχῃς,

Write a grammatical note on the second line.

II. For Greek Prose :—

On the morning the duke called together the most considerable of his chieftains, and made them a speech suitable to the occasion. He represented to them that the event which they and he had long wished for was approaching, and the whole fortune of war now depended on their sword, and would be decided in a single action. That never army had greater motives for exerting a vigorous courage, whether they considered the prize that would attend their victory, or the inevitable destruction that must ensue on their discomfiture. That if once their martial and veteran bands could break those raw soldiers who had rashly dared to approach them, they conquered a kingdom at one blow, and were justly entitled to all their possessions as the reward of their prosperous valour.

III. (*a*) Translate into Greek in the Indirect form, giving the alternative constructions with ὅτι and with the Infinitive :—

Cleon said { "I am ill." / "I was ill." / "I fell ill." / "I shall be ill." / "I should have been ill." }

(*b*) Translate accurately, with short notes explanatory of the syntax :—

(1) πρῆσαι δὲ πυρὸς δηΐοιο θύρετρα.

(2) χαμαὶ βάλε δένδρεα μακρὰ
αὐτῇσι ῥίζῃσι.

(3) εἰ δρᾷ τοῦτο, ἀδικεῖ.

(4) ἐὰν δρᾷ τοῦτο, ἀδικεῖ.

(5) ἐὰν δρᾷ τοῦτο, ἀδικήσει.

(6) οὐκ ἂν οἶδ' ὅ τι ἄλλο εἶχον ψηφίσασθαι.

IV. Sketch the history and functions of the Areopagus at Athens.

Or; Explain and illustrate from Greek history the importance of the following places :—Amphipolis, Mantineia, Deceleia, Chalcis, Naupactus.

FRENCH.

Lower Grade.

Wednesday, 20th June. 10 A.M. to 12.30 P.M.

Candidates must, in all cases, answer Questions 1, 2, 3, 4 (*Section* 1), *and should attempt four questions* (NOT MORE) *from the other sections.*

Section I.

1. Translate into English :—

(*a*) Le jeune Pascal était déjà célèbre; son père n'avait pas cru qu'il pût être utile de surcharger la tête d'un enfant de mots auxquels il ne peut encore attacher que des idées fausses ou incomplètes. Il avait retardé jusqu'à douze

ans le moment de commencer l'étude des langues; celle des sciences exactes, pour lesquelles son fils montrait une espèce d'instinct, fut renvoyée à une époque encore plus reculée. Etienne Pascal avait éprouvé avec quel empire ces sciences s'emparent de l'esprit; quelle fâcheuse incertitude elles font apercevoir dans toutes les autres et il craignit que, si son fils s'y livrait trop tôt, il n'eût plus dans la suite que du dégoût pour l'étude des langues anciennes, dont la connaissance approfondie était alors regardée comme nécessaire.

CONDORCET.

(*b*) Qu'un ami véritable est une douce chose !
Il cherche vos besoins au fond de votre cœur;
Il vous épargne la pudeur
De les lui découvrir vous-même:
Un songe, un rien, tout lui fait peur,
Quand il s'agit de ce qu'il aime.

LA FONTAINE.

2. Give the present infinitive and present participle of *cru, pût, fut, font, craignit;* also the second pers. sing. and plural of the present indicative of the same verbs.

3. (*a*) Translate (with especial attention to the mood, tense, and auxiliary of each verb, and to the rules governing the French participle):—

We would have come to you directly, but you had not told us whether you desired that we should [come] or not.

(*b*) Give the second person, singular and plural, of the subjunctive present and imperfect of the verbs used in your rendering of this sentence.

4. Translate into French:—

My employments are these: I awaken usually at seven, read half-an-hour, then get up, breakfast, after breakfast ascend my tower, and read or write until two. Then we dine. After dinner I read, gossip a little, eat grapes and figs, sometimes walk, though seldom, and at half-past five pay a visit to G., who reads Spanish with me until nearly seven. We then come for M., and stroll about till supper-time.

. . . . . I wish I were living near London. My inclinations point to Hampstead, but, I do not know whether I should not make up my mind to something more completely suburban. What are mountains, trees, heaths, or even the glorious and ever-beautiful sky, with such sunsets as I have seen at Hampstead, to friends? Social enjoyment, in some form or other, is the alpha and omega of existence.

SHELLEY.

SECTION II.

5. Form short French sentences, marking the distinctive uses of *ce, cela, celui,* and *celui-là,* and also the distinction between *quel* and *lequel.*

Or,

6. Write, in full, the pluperfect indicative of *ne pas s'en aller,* and *ne pas courir,* interrogatively.

. Write in French words: $\frac{1}{2}$, $\frac{2}{3}$, $\frac{4}{5}$, 101, 1,000, 101st, and give the *old* French words now replaced by *soixante-dix*, *quatre-vingts*, and *quatre-vingt-dix*.

Or,

8. Translate (paying special attention to the italicised tenses):—
   (*a*) When I *had finished* my letter I went away, but I *had not done* all I *ought to have done*.
   (*b*) You *did not reply* to what *he said*, and you *might have known* that it *could not be allowed*.
   (*c*) We wish he *would listen* to the advice given him by his best friends.

9. Translate into English:—
   (*a*) Quand une lecture vous élève l'esprit, et qu'elle vous inspire des sentiments nobles et courageux, ne cherchez pas un autre règle pour juger l'ouvrage, il est bon et fait de main d'ouvrier.

   LA BRUYÈRE.

   (*b*) Dans toutes les classes, en France, on sent le besoin de causer; la parole n'y est pas seulement, comme ailleurs, un moyen de se communiquer ses idées, ses sentiments et ses affaires; mais c'est un instrument dont on aime à jouer, et qui ranime les esprits, comme la musique chez quelques peuples, et les liqueurs fortes chez quelques autres.

   MME. DE STAËL.

   (*c*) "Pour moi, je ne me lasserai jamais de combattre pour une si juste cause qu'est la nôtre; je suis né et élevé dedans les travaux et périls de la guerre; là aussi se cueille la gloire, vraie pâture de toute âme vraiment royale, comme la rose dedans les épines."

   HENRY IV. to QUEEN ELIZABETH.

SECTION III.

10. Translate:—
   (*a*) Set a boy before a picture or a scene; tell him to look at it, to fix it in his mind; and then turn him round, make him shut his eyes, and describe what he sees in his mind.
   (*b*) The wedding of the farmer's daughter has taken place. We had hoped it would have been in the little chapel close by, and, as it was impossible for us to climb up to the church on the top of the hill, where the wedding was to be, we contented ourselves with seeing the procession pass.

11. Translate:—
   (*a*) We have a French lesson every other day;
   (*b*) The holidays are not always a resting-time;
   (*c*) The third French Republic was proclaimed in Paris on the fourth of September, eighteen hundred and seventy;
   (*d*) What is he? What is to be done? What time did you come home?

Section IV.

12. Give a brief account of the French book you have been studying during the year, and state what you know of its author. (This may be given in French.)

13. State what you know of either *La Fontaine*, or *La Bruyère; Mme. de Staël*, or *Chateaubriand;* and *Lamartine*, or *Michelet.*

14. Translate into French:—

Gentlemen,

In reply to your advertisement in to-day's "Times," I beg to say that this letter is a specimen of my handwriting. I am sixteen years of age, have left school a few weeks ago, and am quick at accounts. I speak French fairly well, and write it correctly; I have also some knowledge of German, and hope to be able to continue my studies in my leisure time.

As this would be my first situation I should be content with a small salary to begin with.

I am,
Yours respectfully,
A.B.

15. Translate into French two only of the following sentences:—

(*a*) We shall dispatch your order by goods train next Saturday, without fail; we now enclose our invoice, and will thank you for a remittance.

(*b*) We are making up a new set of samples for our traveller, who will set out for the North of England about the 18th prox.

(*c*) We are sending this day, by Parcel Post (registered), a number of circulars referring to our new goods.

FRENCH.

Higher Grade and First Paper for Honours Grade.

Wednesday, 20th June. 10 A.M. to 1 P.M.

Candidates must, in all cases, answer the whole of Questions 1 *and* 2, *Section I.; and should attempt six questions* (NOT MORE) *from the other sections. Candidates answering questions from Sections III. and IV. must not answer Section V.*

Section I.

1. Translate:—

(*a*) Si, comme je me plais à le croire, l'intérêt de la science est compté au nombre des grands intérêts nationaux, j'ai donné à mon pays tout ce que lui donne le soldat mutilé sur le champ de bataille. Quelle que soit la destinée de mes travaux, cet exemple, je l'espère, ne sera pas perdu. Je voudrais qu'il servît à combattre l'espèce d'affaissement moral qui est la maladie de la génération nouvelle. L'étude sérieuse et calme n'est-elle pas là? et n'y a-t-il pas en elle un refuge, une

espérance, une carrière à la portée de chacun de nous? Aveugle et souffrant sans espoir et presque sans relâche, je puis rendre ce témoignage, qui de ma part ne sera pas suspect: il y a au monde quelque chose qui vaut mieux que les jouissances matérielles, mieux que la fortune, mieux que la santé elle-même, c'est le dévouement à la science.

A. Thierry.

(*b*) La Mort ne surprend point le sage,
Il est toujours prêt à partir,
S'étant su lui-même avertir
Du temps où l'on se doit résoudre à ce passage.
Ce temps, hélas! embrasse tous les temps:
Qu'on le partage en jours, en heures, en moments,
Il n'en est point qu'il ne comprenne
Dans le fatal tribut; tous sont de son domaine,
Et le premier instant où les enfants des rois
Ouvrent leurs yeux à la lumière
Est celui qui vient quelquefois
Fermer pour toujours leur paupière.
Défendez-vous par la grandeur;
Alléguez la beauté, la vertu, la jeunesse;
La Mort ravit tout sans pudeur;
Un jour le monde entier accroîtra sa richesse.

La Fontaine.

2. Translate into French:—

I was met at the door by the captain of a ship, with whom I had formerly some little acquaintance, and who said to me, "Take my advice; my ship sails to-morrow for Amsterdam; go "in her as a passenger; the moment you land all you have to "do is to teach the Dutchmen English, and I'll warrant you'll "get pupils and money enough. I suppose you understand "English," added he, "by this time?" I confidently assured him of that, and embarked the next day to teach the Dutch English in Holland. The wind was fair, our voyage short, and, after having paid my passage with half my moveables, I was unwilling to let any time pass unemployed in teaching. I addressed myself, therefore, to two or three of those I met, whose appearance seemed most promising; but it was impossible to make ourselves mutually understood. It was not till this very moment I recollected that, in order to teach the Dutchmen English, it was necessary that they should teach me Dutch.

Oliver Goldsmith.

Section II.

3. Give the 3rd person singular and 1st person plural of all the simple tenses of:—*surseoir, employer, vaincre, bouillir.*

4. State when the definite and indefinite articles respectively are used in French though omitted in English. Give short sentences showing the difference between French and English usage in the matter.

5. Translate:—

(*a*) Nous l'avions prévenue, mais ne voulant pas s'en rapporter à nous, son opiniâtreté l'a fait tomber dans un piège qu'il lui eût été bien facile d'éviter.

And give, in full, the present and future indicative of *prévenue*, *voulant*, and *fait*.

Or, (*b*) Overcome at last by the entreaties of her father, and father-in-law, and, above all, of her husband, she (Lady Jane Grey) submitted to their will and was prevailed on to relinquish her own judgment.

And give the present and future indicative (in full) of the French verbs meaning—to overcome, to prevail, and to submit.

6. Give the French nouns having a cognate origin with—bowling-green, riding-coat, belfry, sir, viscount, Candlemas, and give the gender of each word; also, the adjectives connected with the verbs—*frapper*, *savoir*, *soupçonner*, *louer*; and the adverbs formed from the adjectives—*bref*, *traître*, *lent*.

7. (*a*) Translate:—"Better late than never," and comment on the additional word required in the French rendering.

(*b*) Translate also:—"Tout vient à point à qui sait attendre," and explain in what the construction of this phrase differs from the syntax of the present day.

Or, (*c*) Give the singular and plural of the French compound nouns meaning respectively—a latchkey, a silk hat, a sewing machine, a gamekeeper, a sick nurse.

Section III.

Philology.

8. What is meant by the "langue d'Oïl" and the "langue d'Oc" respectively? What were the chief dialects of France in the thirteenth century; and which of these became the standard dialect of the whole of France?

9. Give the Latin primitives of the following words, and comment briefly upon their changes in form:—*esprit*, *écorce*, *bœuf*, *ardeur*, *tandis*, *cruel*, *aigu*, *nourrir*, *homme*.

10. Give some account of the oldest records of the French language, and, if possible, quote any portion of any one of them.

11. Translate and parse *one only* of the following lines:—

(*a*) Morz est Rollanz, Deus en ad l'anme es ciels.

(*Chanson de Roland.*)

(*b*) Car nos veons ke de ceste racine sunt issut maint raim.

Translation from St. Bernard.

12. Give instances of the three forms of the old French declension: how did *s* come to be accepted as the regular form of the plural in French?

13. Give the meaning, derivation, and modern French word used to express the following words:—*cist*, *cil*, *alque*, *om*; and the etymology of *chez*, *avant*, *plusieurs*.

Section IV.

Literature.

14. Give a prose rendering, *in French*, of one of La Fontaine's fables, and point out its merits, and quote, if possible, a line from the original.

15. State what you know of A. Thierry's historical works, or of either Thiers's or Guizot's.

16. Give a brief summary, *in French*, either of one of Corneille's tragedies, or of one of Molière's comedies; and give, if possible, some quotation from it.

17. State clearly in what consisted the influence of either Boileau's or Malherbe's works on French Literature of their own time and since.

18. State what you know of either the Duke of La Rochefoucauld's or the Duke of St. Simon's works.

Section V.

Commercial French.

19. (*a*) Translate and *explain the syntax* of the following expressions:—The railway station-master, the letter-box, un train de marchandises, un armateur, un titre de rente sur l'état, un associé commanditaire, le conseil des Prudhommes, en douane, à l'entrepôt, une vente aux enchères publiques.

(*b*) Translate also:—Le revenu de la plupart des obligations des chemins de fer français est garanti par l'état.

20. (*a*) Translate into French:—

Sir, London, 24th June.

We beg to inform you that, under the auspices of respectable and influential firms, we have begun business in this town as metal brokers.

Connected for many years with iron manufacturers, and with firms dealing in every branch of the metal trade, we feel confident of our ability to carry out any transaction, and execute promptly and satisfactorily any orders you may please to intrust to our care; and, in requesting the favour of your orders, we assure you we shall use our best endeavours to promote your interest.

We subjoin references, and we subscribe ourselves, Sir, most faithfully,

Your obedient servants,
F. K. & Co.

P.S.—Enclosed is our monthly metal circular.

(*b*) Translate into English:—

Monsieur, Le Havre, le 4 avril.

J'ai reçu la circulaire que vous avez bien voulu m'adresser.

Il arrive souvent que les arrivages dans notre port sont insuffisants, et qu'alors les prix de quelques produits deviennent si élevés qu'on peut en ce cas avoir recours à vos bonnes offres.

Si en ce moment la hausse des sucres et des cafés continue, je m'empresserai sous peu de vous faire connaître les conditions auxquelles je prendrai une cargaison.

Croyez que je serai flatté d'établir des relations suivies avec votre honorable maison et de maintenir des rapports mutuellement avantageux.

Agréez, Monsieur, l'expression de ma parfaite considération,
B. C. L.

FRENCH.

HONOURS.—SECOND PAPER.

Wednesday, 20th June. 2 P.M. to 5 P.M.

Candidates must, in all cases, answer Question 1, *and either* (*a*) *and* (*b*) *or* (*c*) *only of Question* 2, *and should attempt at least four* (AND NOT MORE THAN SIX) *of the remaining questions.*

SECTION I.

1. Translate :—

(*a*) In the year 1774, being much indisposed both in mind and body, incapable of diverting myself, either with books or company, and yet in a condition that made some diversion necessary, I was glad of anything that would engage my attention, without fatiguing it. The children of a neighbour of mine had a leveret given them for a plaything; it was at that time about three months old. Understanding better how to tease the poor creature than to feed it, and soon becoming weary of their charge, they readily consented that their father, who saw it pining and growing leaner every day, should offer it to my acceptance. I was willing enough to take the prisoner under my protection, perceiving that, in the management of such an animal, and in the attempt to tame it, I should find just that sort of employment which my case required. It was soon known among the neighbours that I was pleased with the present, and the consequence was that in a short time I had as many leverets offered to me as would have stocked a paddock.

COWPER.

(*b*) It is quite time we had dinner, I feel quite ready for it.

(*c*) For want of anything better let me offer you a bit of bread and cheese. It is the only thing I have.

(*d*) We might fare a great deal worse, but I have only rain-water to drink.

(*e*) When did you meet with that accident? The night before last as I was coming home in the dark.

SECTION II.

2. Translate into English :—

(*a*) Il n'est pas en la puissance de touts les discours du monde de me desloger de la certitude que j'ay des intentions et jugements de mon amy; aulcune de ses actions ne me sçauroit estre presentee, quelque visage qu'elle eult, que je n'en trouvasse incontinent le ressort. Nos ames ont charié si uniement ensemble, elles se sont considerees d'une si ardente affection, et de pareille affection descouvertes jusques au fin fond des entrailles l'une de l'autre, que non seulement je cognoissoys la sienne comme la mienne, mais je me feusse certainement plus volontiers fié à luy de moy, qu'à moy.

MONTAIGNE.

(*b*) Aucun gosier n'est capable de lutter avec celui de l'alouette pour la richesse et la variété du chant, l'ampleur et le velouté du timbre, la tenue et la portée du son, la souplesse infatigable des cordes de la voix. L'alouette chante une heure d'affilée, sans s'interrompre d'une demi-seconde, s'élevant verticalement dans les airs jusqu'à des hauteurs de mille mètres, et courant des bordées dans la région des nues pour gagner plus haut, et sans qu'une seule de ses notes se perde dans ce trajet immense.

MICHELET.

La bouteille à la mer.

(*c*) Il sourit en songeant que ce fragile verre
Portera sa pensée et son nom jusqu'au port;
Que d'une île inconnue il agrandit la terre;
Qu'il marque un nouvel astre et le confie au sort;
Que Dieu peut bien permettre à des eaux insensées
De perdre des vaisseaux, mais non pas des pensées,
Et qu'avec un flacon il a vaincu la mort.

Les courants l'emportaient, les glaçons la retiennent,
Et la couvrent des plis d'un épais manteau blanc.
Les noirs chevaux de mer la heurtent, puis reviennent
La flairer avec crainte, et passent en soufflant.
Elle attend que l'été, changeant ses destinées,
Vienne ouvrir le rempart des glaces obstinées,
Et vers la ligne ardente elle monte en roulant.

Un soir enfin, les vents qui soufflent des Florides
L'entraînent vers la France et ses bords pluvieux.
Un pêcheur accroupi sous des rochers arides
Tire dans ses filets le flacon précieux.
Il court, cherche un savant et lui montre sa prise,
Et, sans l'oser ouvrir, demande qu'on lui dise
Quel est cet élixir noir et mystérieux.

A. DE VIGNY.

SECTION III.

PHILOLOGY.

3. State in what dialect Froissart's chronicles are written, and give some words used by him marking the characteristics of the said dialect (*a*) as regards vowels, (*b*) as regards consonants.

4. Explain the cognate origin of *âpreté* and *aspérité, singulier* and *sanglier, étude* and *studieux;* and give the French words derived from *computare, caritatem* and *navigare.*

5. Explain the formation of the pronouns *je, lui, autrui;* and state why *lui* is sometimes exclusively masculine, although as a conjunctive pronoun it is the same for both genders.

6. State what you know of either "la Chanson de Roland," or "le Roman de la Rose," and of their reputed authors.

7. Explain the origin and use of the French conditional mood, and state when it is replaced by the French subjunctive mood, *e.g.*, "*il n'avoit plaie nulle dont il fust mort se on l'eüst prins en vie.*"

FROISSART.

Section IV.

Literature.

8. State what you know of the life and works of one of the writers named in Section II., viz., *Montaigne, Michelet, Alfred de Vigny.*

9. Compare one of Racine's with one of Corneille's tragedies, and point out the different merits of each author in the play you have chosen. *Or,* compare one of Molière's with one of Regnard's comedies, and state what you admire in each.

10. Descartes has been called "*le Corneille de la prose française.*" Discuss the accuracy of that judgment.

11. State what you know of one of the following works:—Regnard's "Le légataire universel"; Marivaux's "Le jeu de l'amour et du hazard"; La Harpe's "Lycée"; Voltaire's "Œdipe"; Alfred de Musset's "Les Nuits"; Ronsard's "Charlotte Corday"; J. J. Rousseau's "Le contrat social"; Taine's "De l'Intelligence."

12. State what you know of the writings of any living French author.

Section V.

13. Write an Essay in French (not exceeding 40 lines) on one of the following subjects:—
   (*a*) La querelle des Anciens et des Modernes en France au 17e siècle.
   (*b*) La littérature française sous Napoléon I.
   (*c*) Les Historiens français.
   (*d*) Les Historiens anglais.
   (*e*) Le théâtre français au 17e siècle.

GERMAN.

Lower Grade.

Tuesday, 26th June. 10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered.
Additional marks will be given for fair writing in the German character.

Section I.

1. Translate into English:—

In Nürnberg trat einſt ein Kaufmann vor den Kaiſer Rudolf und klagte einen Gaſtwirt, der bei ſeinen Mitbürgern ſehr angeſehen war, des Betruges an. „Ich habe dem Wirte," ſagte er, „einen ledernen Beutel mit fünfhundert Goldgulden in Verwahrung gegeben, und nun leugnet er den Empfang des Geldes und will es nicht wieder zurückerſtatten." Als nun auch kurz darauf der Wirt mit anderen Abgeſandten der Stadt vor dem Kaiſer erſchien, unterhielt ſich dieſer auf das gnädigſte mit ihm über den Wohlſtand und die Kunſtfertigkeit (artistic skill) Der

Bürger. „Du haſt da," ſagte er, wie zufällig, „einen ſo prächtigen Hut, wie ich nie einen beſeſſen noch geſehen habe." — „Euere Kaiſerliche Gnaden," erwiderte der Wirt, „würden mir eine große Ehre erweiſen, wenn Sie Ihren eigenen Hut mit dem meinigen vertauſchen (to exchange) wollten." Rudolf ging bereitwillig auf den Vorſchlag ein, und nachdem er bald darauf den Saal verlaſſen hatte, ſandte er einen Boten mit dem neuen Hute nach dem Hauſe des Wirtes und ließ der Frau desſelben ſagen: „Der Eigentümer dieſes Hutes bittet Euch, Ihr ſollet ihm ſofort den ledernen Beutel mit dem Golde ſchicken." Die Frau, keine Liſt ahnend, holte den Beutel und übergab ihn dem Boten. Als der Kaiſer das Geld empfangen hatte, trat er mit dem Hute wieder in den Saal. Nun wurde auch der beſtohlene Kaufmann gerufen und mußte die Anklage wiederholen; der Wirt aber leugnete hartnäckig. Da ließ Rudolf den Beutel bringen und fragte, mit ernſtem Auge den Wirt anblickend: „Kennſt du dieſen Beutel?" Da erſchrak der Dieb heftig, fiel auf die Kniee nieder und bat um Gnade. Doch der geſchenkte Hut rettete ihn nicht vor der gerechten Strafe.

2. Translate into German (taking care to be consistent in using either "thou" or "you" throughout the letter, and giving the German of all the proper names):—

My dear William,—I do not know why you do not write. I have not heard from you since Christmas. I hope you have received my last letter. It is more than six weeks since I sent it. I have sometimes thought you must be ill; but no, that cannot be, I should have learnt it from your sister. Now, if you want to remain my friend, write as soon as you can. I asked you, in my letter, if your cousin, Charles Small, is still at Dresden, for I think I told you that I am going to Germany in the summer. Do you know who will go with me? John Smith has just returned from France, where he has spent (zubringen) more than eight months. He speaks French very well, and wants (transl. by wollen) now to learn German. He is to (say, he shall) stay a year at a pretty place on the Rhine from the first of June. My parents have allowed me to go with him. What do you think of this? Would it not be glorious if you could go with us? But my father says we must never speak a word *of* (omit) English together whilst we are there. Please ask your mother at once. I hope she will not say no.

Ever yours,—Henry Green.

Section II.

3. Add the definite article to, and give the genitive singular and nominative plural of, the German words for *any ten* of these:—time, nose, wing, battle, bottle, church, island, wound, castle, feather, coat, peasant, youth, roof, hill.

4. Decline, singular and plural, the German of—strong wind, this deep river, and the first and second personal pronouns.

5. Give the meaning, and the comparative and superlative of klug, ſchwach, hoch, dunkel, brav, voll, mutig, groß, gut; and give the positive and meaning of mehr, nächſte, am liebſten.

6. Write out the present and imperfect indicative of leſen, fallen, wollen; the imperfect subjunctive of ſehen; and the future indicative passive of finden.

7. Give the second person singular and plural present, imperfect, and perfect indicative, and imperative of—geben, nehmen, ſehen, werfen, helfen, laſſen, können, ſchlagen, reiten, kommen.

Section III.

8. Give two examples of each of the different ways in which neuter nouns may make their plural.

9. Mention five verbs which require the auxiliary ſein, and three verbs which form their participle without ge-.

10. Give three prepositions that govern the genitive, three that govern the dative, and three that govern the accusative only.

11. Mention four works by Goethe, and as many by Schiller; and state in a word (play, etc.) of what nature they are.

12. Mention the German titles of five ballads, with the names of their authors, quoting, if possible, the first line or two.

GERMAN.

Higher Grade and First Paper for Honours Grade.

Tuesday, 26th June. 10 A.M. to 1 P.M.

To secure full marks, the passages from, and into, German should be translated. Eight (and eight only) of the remaining questions (not less than four to be chosen from Section II., and not less than two from Section III.) should be answered. If more are answered, only the first eight will be counted.

Additional marks will be given for fair writing in the German character.

Section I.

1. Translate into English:—

(*a.*) Unterdes marſchierte ich fleißig fort, denn es fing ſchon an zu dämmern. Die Vögel, die alle noch ein großes Geſchrei gemacht hatten, als die letzten Sonnenſtrahlen durch den Wald ſchimmerten, wurden auf einmal ſtill, und mir fing beinahe an angſt zu werden in dem ewigen einſamen Rauſchen der Wälder. Endlich hörte ich von ferne Hunde bellen. Ich ſchritt raſcher fort, der Wald wurde immer lichter und lichter, und bald darauf ſah ich zwiſchen den letzten Bäumen hindurch einen ſchönen, grünen Platz, auf dem viele Kinder lärmten und ſich um eine große Linde herum tummelten, die recht in der Mitte ſtand.

Weiterhin an dem Platze war ein Wirtshaus, vor dem einige Bauern um einen Tisch saßen und Karten spielten und Tabak rauchten. Auf der andern Seite saßen junge Burschen und Mädchen vor der Thür, die die Arme in ihre Schürzen gewickelt hatten und in der Kühle miteinander plauderten. Ich besann mich nicht lange, zog meine Geige aus der Tasche und spielte schnell einen lustigen Tanz auf, während ich aus dem Walde hervortrat. Die Mädchen verwunderten sich und die Alten lachten, daß es weit in den Wald hineinschallte. Als ich aber so bis zu der Linde gekommen war und mich mit dem Rücken daran lehnte und immerfort spielte, da ging ein heimliches Geflüster durch die jungen Leute rechts und links, die Burschen legten endlich ihre Sonntagspfeifen weg, jeder nahm sich die Seine, und ehe ich's mir versah, schwenkte sich das junge Bauernvolk tüchtig um mich herum, die Hunde bellten, die Kittel flogen, und die Kinder standen im Kreise um mich herum und sahen mir neugierig ins Gesicht und auf die Finger, wie ich so fix damit hantierte. J. v. Eichendorff.

(*b*) Mirza-Schaffy kam einst auf einer Reise
Zu einem reichen Mann. Da sprach der Weise:
„Ich will dein Gast für heut und morgen bleiben,
Hilf mir die Zeit nun angenehm vertreiben;
Bereit' ein Fest, lad' gute Freunde ein,
Wir wollen froh und guter Dinge sein." —
„Ich habe keine Freunde!" sprach der Mann.
Mirza-Schaffy sah ihn verwundert an:
„So darf ich nicht dein Dach zum Obdach wählen,
Dem selbst beim Reichtum gute Freunde fehlen."
Er schüttelte den Staub von seinen Füßen,
Verließ den Reichen, ohne ihn zu grüßen,
Sprach: „Wem der Himmel keinen Freund beschert,
Weh' ihm! der Mann ist keines Freundes wert!"

F. v. Bodenstedt.

2. Translate into German:—

Some years ago, a very painful accident occurred in Hungary. A farmer's son at Domrad had chosen for his wife a maiden from a village on the other side of the River Theiss, and the wedding was to take place on a Sunday in spring. At noon the bridegroom started from home with his guests to fetch the bride. The river being frozen over, and the nearest bridge some miles distant, they decided to cross over the ice. For precaution, however, the carriages, of which there were seven, went (say, drove) over one after another; and though a warm breeze had been blowing for some days, they all got over quite safe. At night, in bright moonshine, after a merry feast, the bridal party set out on their way home. This time, unfortunately, no one thought of danger, and all the carriages started at the same time from the bank of the river. There were, altogether, thirty-five persons, all of them singing and shouting merrily. All of a sudden a loud cracking was heard, followed by a short but fearful death-cry. All the carriages had disappeared under the ice, and the waves broke (say, broke themselves) over the unhappy people. Only a single man, a gipsy, with his fiddle, escaped to tell his woeful tale.

Section II.—Grammar.

3. Give the nominative and genitive singular, and nominative plural, with the definite article, of the German for *any ten* of these:—arrow, summit, fault, duty, answer, prayer, trial, command, pretext, proof, obstacle, blot, sound, difference, dew-drop.

4. Distinguish between:—verſchwinden, verſchwenden; er bewegte, er bewog; erlangen, verlangen; der Marſch, die Marſch; abgelegt, abgelegen; die Schützer, die Schützen; der Lohn, das Lohn; höflich, höfiſch.

5. Decline, singular and plural, the German for—*I, poor man*, and *thou, good woman*; the adjective and noun to be treated, not as vocatives, but in apposition to the personal pronoun.

6. Mention six past participles commonly used as nouns, giving them alternately with the definite, and the indefinite article.

7. In what cases is used (*a*) the past participle instead of the present participle; (*b*) the present infinitive active instead of the present infinitive passive, or the (English) present participle passive? Give examples.

8. Give the 2nd singular and plural present, imperfect and perfect indicative, and imperative of—ſich empfehlen, ausgießen, überne'hmen, unterlie'gen, angreifen du'rchleſen, ſich verhalten, auffreſſen, ſich behelfen, wiederbringen.

9. Mention five verbs which conjugate according to the scheme e, a, o; and five according to i, a, u.

Section III.—Philology and Word-Formation.

10. Form adjectives from—Staat, Dorf, Verdruß, Überdruß, Traum, Mu' Hochmut, Dieb, Regen, Knabe, Nachbar, Frau, Jungfrau, geſtern.

11. Form abstract nouns from—edel, träge, ſanft, klug, heiter, wahrhaft, treu, bequem, böſe, gottlos, müde, ſelten.

12. Mention six adjectives which are only used predicatively; and form three sentences.

13. Mention five adjectives in -bar, and five in -haft, and define the primary force of these affixes.

14. Give the German, or English, *etymological* equivalents of *any ten* of *each* of the following two sets of words, adding, in each case, the exact meaning of the German word:—

(*a*) fist, neck, to shape, rust, pole, row, raw, birch, hop, to rise, fodder, hurdle, burthen, chalk, clean.

(*b*) Galgen, falb, leid, Mal, Rüſter, Riegel, Bude, kaufen, hager, nagen, Rücken, Pfühl, Brunnen, karg, Buchweizen.

Section IV.—Literature and Commercial Correspondence.

15. Mention five poems of chivalry, with some indication of their contents.

16. Mention three writers of the 17th century, and give the titles of their chief works.

17. What is meant by Schickſalstragödien? Mention some of the principal works of this class.

18. Give brief accounts of two of these writers—Voß, Hauff, Uhland.

19. Assign *any ten* of the following titles to the respective authors, characterising them in a single word (epic, play, etc.)—Agathon, Kabale und Liebe, Schilflieder, Ugolino, der Sänger, der zerbrochene Krug, Wahrheit und Dichtung, Lichtenſtein, Muſarion, Laokoon, Otto der Schütz, der Rattenfänger von Hameln, der grüne Heinrich, Katzenbergers Badereiſe, Uriel Acoſta.

20. Write a short letter, such as a commercial traveller might write to his principal, giving some account of the result of his visits at a certain place.

21. Acknowledge the preceding letter, and give further instructions.

22. Give the German for—We have established a commercial house at this place under the firm A. B. & Co.—We beg to inform you that our partnership ceases from this day.—One of our partners retires from business.—Our Mr. C. D. will shortly have the pleasure of paying you his respects.—We recommend him to your favourable reception.—We will spare no pains to merit your confidence by a prompt execution of your orders.—The demand for these articles has greatly fallen off since I last wrote you.

GERMAN.

Honours.—Second Paper.

Tuesday, 26th June. 2 P.M. to 5 P.M.

To secure full marks, the passages from, and into, German should be translated. Eight (and eight only) of the remaining questions (not less than five to be chosen from Section II.) should be answered. If more are answered, only the first eight will be counted.

Additional marks will be given for fair writing in the German character.

Section I.

1. Translate into English:—

(*a*) Wenn aber der Winter nahte und die Vögel wegzogen, wenn die Wieſe fahl wurde, die Blätter von den Bäumen ſanken und der Reif die Äſte umzog, dann endete das fröhliche Treiben in der Landſchaft, der Deutſche zog ſich in das Innere des Hauſes zurück, lebte ehrbar mit Weib und Kind und träumte goldene Träume in der Hoffnung auf das nächſte Erwachen des Lebens. Dieſe Auffaſſung von einer Zweiteiligkeit des Menſchenlebens, einer heitern Sonnenſeite und kalter Dämmerungs-

zeit, durchzieht die gesammte ritterliche Poesie; alles Empfinden der Stunde, jede lyrische Stimmung wird am liebsten dem Grundton angepaßt, welchen die Landschaft im Sommer- und Winterkleide der Menschenseele giebt. G. Freytag.

(*b*) Als endlich im Jahre 1648 der Friede verkündigt wurde, da sah es traurig um unser Vaterland aus. Fremde Heerscharen hatten die deutschen Lande verwüstet, und furchtbar genug war das Wort Ferdinands: „Lieber eine Wüste, als ein Land voll Ketzer!" in Erfüllung gegangen. Zwei Dritteile der Bevölkerung waren umgekommen. Zertretene Felder, in Asche gelegte Dörfer und Städte, zerstörte Werkstätten, durch den Krieg verwilderte Menschen—das waren die Bilder des Jammers, die unser Vaterland überall bot. Dazu kam noch, daß wichtige, unersetzliche Landesteile von demselben losgesprengt und fremden Ländern einverleibt waren, und daß die Kaiserwürde, die einst die erste in der Christenheit gewesen, jetzt machtlos dastand. Der einzige Gewinn des Friedens für Deutschland war die nun festgestellte Duldung der Protestanten. K. E. Vehse.

(*c*) Hast du den Säugling gesehen, der, unbewußt noch der Liebe,
Die ihn wärmet und wiegt, schlafend von Arme zu Arm
Wandert, bis bei der Leidenschaft Ruf der Jüngling erwachet,
Und des Bewußtseins Blitz dämmernd die Welt ihm erhellt?
Hast du die Mutter gesehn, wenn sie süßen Schlummer dem Liebling
Kauft mit dem eigenen Schlaf und für das träumende sorgt,
Mit dem eigenen Leben ernährt die zitternde Flamme
Und mit der Sorge selbst sich für die Sorge belohnt?
Und du lästerst die große Natur, die bald Kind und bald Mutter,
Jetzt empfänget, jetzt giebt, nur durch Bedürfnis besteht?

Schiller.

2. Translate into German :—

a. The next morning I took my daughter behind me, and set out on my return home. As we travelled along, I strove, by every persuasion, to calm her sorrows and fears, and to arm her with resolution to bear the presence of her offended mother. I took every opportunity, from the prospect of a fine country, through which we passed, to observe how much kinder Heaven was to us than we to each other, and that the misfortunes of Nature's making were but very few. I assured her that she should never perceive any change in my affections; and that during my life, which yet might be long, she might depend on a guardian and an instructor. I armed her against the censures of the world, showed her that books were sweet, unreproachable companions to the miserable, and that if they could not bring us to enjoy life, they would at least teach us to endure it.

Goldsmith.

b. (1) I cannot make head or tail of it

(2) She could not find it in her heart to decline his offer.

(3) Nothing venture, nothing have.

(4) I took him to task, but he would not listen to reason.

(5) He would insist on my doing it.

(6) We could not help laughing at the way he behaved.

(7) Though he would make us believe that he was as innocent as a lamb, we did not believe a word of what he said.

(8) I am at my wit's end.

Section II.—Philology and Syntax.

3. Give verbs (with their meanings) derived from *any twelve* of these words:—Wetter, Eid, krank, Leib, fern, Urſache, Friede, faul, Schaden, deutſch, Waiſe, müde, kund, Zorn, Sicht, Schuld.

4. Give the meanings of, and, if possible, German synonyms (words of the same meaning) for *any twelve* of these:—fahrläſſig, beipflichten, Barſchaft, Notwehr, Spielart, Denkzettel, Botſchafter, verſchmitzt, unverzüglich, ausſchweifend, Morgengabe, beſtatten, beteuern, verſchrieen, beſtürzt, erkenntlich, Geſinde, Geſindel.

5. State, as fully as you can, the rules regarding the sequence of tenses in dependent clauses of indirect statement (or reported speech); and illustrate the rules by examples.

6. Give meaning and etymology of *any twelve* of these words, noting any peculiarity of formation:—gefliſſentlich, derentwegen, Schulze, Junker, Nachbar, mittelſt, vor Alters, bittweiſe, abermals, allerdings Einöde, Trift, Büttel, Zwillinge, abtrünnig, Heiland, Herberge, Ungeheuer.

7. Show, by examples, how the English words, "after, before, since," are rendered in German—(*a*) as prepositions, (*b*) as adverbs, (*c*) as conjunctions.

8. Explain, and illustrate by examples, the different ways in which two nouns may be compounded in German.

9. The German language is particularly rich in concessive conjunctions ("though"), generally consisting of a simple conjunction and an adverb, which may also be separated from each other by other words; whilst, in most cases, either part alone suffices to impart a concessive meaning to the sentence. Illustrate this statement in as many different ways as you can.

Section III.—Literature.

10. Give some account of two of these—Hugdietrich und Wolfdietrich, Gudrun, Triſtan und Iſolde.

11. State what you know of two of these writers—Wolfram von Eſchenbach, Frauenlob, Gellert, Paul Fleming.

12. What were the chief points of difference between Gottſched and the Swiss school?

13. Define Leſſing's place in German literature.

14. Explain the aims of the Romanticists, and mention the principal writers of this school.

15. State what you know of the sacred poetry of the present century.

ARITHMETIC.

Lower Grade.

Monday, 18th June. 10 A.M. to 11.30 A.M.

Candidates are not expected to attempt every question.
All answers sent in should be written out fully and carefully.
All the steps of the work must be shown, and any explanation which may be necessary should be added.
All writing and figures should be legible and neatly arranged.
Attention to these points will secure additional marks.

1. (1) Find the product of 98,700 and 60,078.
   (2) Express the answer in words.

2. Add together £48 16*s.* 4*d.*, £93 12*s.* 11*d.*, £87 16*s.* 5*d.*, £38 14*s.* 9*d.*, £75 9*s.* 8*d.*, £95 19*s.* 10*d.*, £78 18*s.* 7*d.*, £49 17*s.* 9*d.*, £83 13*s.* 8*d.*, and £97 8*s.* 10*d.*

3. From 5 tons 10 cwt. 2 qrs. 18 lbs. 9 ozs., take 2 tons 19 cwt. 1 qr. 25 lbs. 15 ozs.

4. The length of a man's step is 3 feet $1\frac{1}{2}$ inches, how many steps will he make in a journey of 14 miles 3 furlongs 25 poles?

5. Find, by two different methods, the cost of 1,440 articles, at £3 6*s.* $4\frac{1}{2}$*d.* each.

6. A gardener was given a load of gravel. He used $\frac{4}{7}$ of it for the flower garden, $\frac{5}{9}$ of the rest for the shrubbery, and $\frac{9}{16}$ of what then remained for the kitchen garden. What fraction of the load remained unused?

7. Simplify $\dfrac{\left(\frac{5}{12}+\frac{9}{20}\right)\div\frac{2}{15}}{\left(\frac{5}{12}\text{ of }\frac{9}{20}\right)-\frac{2}{15}}\div\dfrac{\frac{5}{12}+\frac{9}{20}+\frac{2}{15}}{\frac{5}{12}\text{ of }\frac{9}{20}\text{ of }\frac{2}{15}}$.

8. Find the value of £7·134225 + 8·903 shillings + 10·2 pence.

9. Resolve 7,315 and 8,415 into their prime factors, and find their greatest common factor.

10. Find the simple interest on £128 19*s.* 2*d.* in 5 years at $4\frac{1}{2}$ per cent.

11. Express as vulgar fractions in their lowest terms—·8, ·0625, $\cdot\dot{1}\dot{4}$, $\cdot 00\dot{3}\dot{7}$.
    Express the sum of the last two as a circulating decimal, and as a vulgar fraction in its lowest terms.

12. A square field contains 59 acres 2 roods 12 poles 26 square yards, find the length of one side in yards, and reduce the result to furlongs, poles, &c.

ALGEBRA.

Lower Grade.

Monday, 18th June. 3 P.M. to 4.30 P.M.

Candidates are not expected to attempt every question.
All answers sent in should be written out fully and carefully.
All the steps of the work must be shown, and any explanation which may be necessary should be added.
All writing and figures should be legible and well arranged.
Attention to these points will secure additional marks.

1. Define a factor, a term, a coefficient, an index.

2. From $3ab(a-2b)+2bc(2b-c)-5ca(2c+3a)$ take
$a^2b-b^2(a-2c)-4c^2(3b-a)+3ca(a-3b)$.

3. Multiply $2x^3+5x-12$ by $3x^2-16x+5$, and divide
$2x^4-9x^3+4x^2-25$ by $2x^2-3x+5$.

4. Simplify $(x^2+xy+y^2)^2-(x^2-y^2)^2-xy(2x-y)\ (x-2y)$.

5. Resolve into factors—
(1) $x^2+3x-28$,
(2) $2x^3-16$,
(3) $(3x-2)^2-(2x-3)^2$,
(4) $a^2-2ab+2bc-c^2$,
(5) $20x^2-x-30$.

6. Simplify—
(1) $\dfrac{(a^2b^3c^4)^2}{(ab^2c^3)^3}$,
(2) $\dfrac{3x^3-2xy^2-y^3}{4x^3-3xy^2-y^3}$,
(3) $\dfrac{1}{2a^2-5ab+2b^2}-\dfrac{2}{2a^2-3ab-2b^2}+\dfrac{1}{2a^2+3ab-2b^2}$

7. Solve the equations—
(1) $(x+3)(x+4)\ (x-6)=(x-3)\ (x-4)\ (x+8)$,
(2) $\dfrac{a}{x}+\dfrac{b}{y}=\dfrac{b}{x}+\dfrac{a}{y}=1$,
(3) $\begin{cases} x+y+z=6, \\ x-y+z=2, \\ x+y-z=0. \end{cases}$

8. Extract the square root of
(1) $x^4-4x^2+6-\dfrac{4}{x^2}+\dfrac{1}{x^4}$,
(2) $(x^2+2x-3)^2+16(x+1)^2$.

9. Solve the equations—
(1) $\dfrac{x}{x+4}-\dfrac{x}{x-4}=\dfrac{1}{x}$
(2) $\dfrac{2x+1}{3}=2-\dfrac{1}{x-6}$,
(3) $ab(x^2-1)=(a^2-b^2)x$.

10. A tradesman marks his goods at a certain rate per cent. above cost price, and, after allowing a discount of 10 per cent. on the marked price, still makes a profit of $12\frac{1}{2}$ per cent. Find at what price he marks goods that cost him a sovereign.

11. *A* performs a journey of $59\frac{1}{2}$ miles on foot, *B* on a bicycle. *B* travels 5 miles an hour quicker than *A*, and takes 10 hours less to complete the journey. Find the rates at which they travel.

GEOMETRY.

Lower Grade.

Monday, 18th June. 12 noon to 2 P.M.

Candidates are not expected to attempt every question. All ordinary symbols and contractions are allowed.

Care should be taken to omit no steps of the proofs, and to indicate the previous propositions, etc., on which they depend.

Figures should be accurately drawn, and writing should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. The angles at the base of an isosceles triangle are equal, and if the equal sides be produced, the angles on the other side of the base shall be equal.

2. If one side of a triangle be produced, the exterior angle shall be equal to the sum of the two interior opposite angles.

   If in a quadrilateral opposite sides meet when produced, the difference between the angles thus formed shall be equal to the difference between two of the angles of the quadrilateral.

3. If the square on one side of a triangle be equal to the sum of the squares on the other two sides, the angle contained by these two sides shall be a right angle.

   Squares are described on the three sides of a right-angled triangle, and a triangle is formed whose sides are equal to the diagonals of these squares. Show that this triangle is right-angled.

4. If a straight line be divided equally and unequally, the difference of the squares on the unequal segments will be equal to twice the rectangle contained by the line and the part of it between the points of section.

   Find the locus of a point which moves so that the difference of the squares on its distances from two fixed points is constant.

5. Construct a square that shall be equal to a given rectilineal figure.

   Construct a square equal to three times a given square.

6. If a straight line be drawn from the centre of a circle to the mid-point of a chord, it shall be perpendicular to the chord, and, conversely, if a straight line be drawn from the centre perpendicular to a chord, it shall bisect it.

   Two circles intersect, and through a point of intersection a double chord is drawn parallel to the line which joins the centres of the circle. Show that this double chord is equal to twice the line which joins the centres.

7. The angle at the centre of a circle is double the angle at the circumference standing on the same arc.

   OA and OB are two radii at right angles, and P is a point on the arc AB; PC is drawn at right angles to PB, and meets OA in C; show that the angle APC is half a right angle.

8. If two chords of a circle intersect, the rectangle contained by the segments of the one chord shall be equal to that contained by the segments of the other.

9. Show that an isosceles triangle has a greater area than any other triangle on the same base with an equal vertical angle.

ARITHMETIC.

Higher Grade.

Monday, 18th June. 10 A.M. to 11.30 A.M.

Candidates are not expected to attempt every question.

All answers sent in should be written out fully and carefully. *All the steps of the work must be shown*, and any explanations which may be necessary should be added. All the writing and figures should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. A piece of grass covers 36 square poles, and in rolling it the roller traces out a path 2 furlongs 7 chains in length. Find the breadth of the roller.

2. Resolve 18304, 20475, and 24255, into prime factors, and find the least whole number by which their product must be multiplied to make the resulting number a cube.

3. Simplify—

   (1.) $\dfrac{\frac{1}{2}+\frac{1}{3}+\frac{1}{4}}{\frac{1}{2\frac{1}{2}}+\frac{1}{3\frac{1}{3}}+\frac{1}{4\frac{1}{4}}} \div \dfrac{1}{\frac{2}{3}+\dfrac{\frac{1}{2}}{3-\frac{1}{1\frac{1}{2}}}}$;

   (2.) $\dfrac{3\cdot6354 \times 12\cdot07}{\cdot00001241}$.

4. If 10,000,000 metres be equal to 6,214 miles, find the value of a metre in inches to two places of decimals, without unnecessary calculation.

5. A cubic foot of water weighs 1,000 ounces. If a piece of ground, an acre in extent, be flooded by 2,000 tons of water, find the average depth of the water in inches, correct to two decimal places.

6. If money invested in the three-and-a-half per cents. bring in 3 per cent., find (1) the price of the stock, and (2) the amount of stock which can be bought for 1,000 guineas.

7. (1) Multiply $3\cdot0\dot{4}\dot{6}$ by $3\cdot\dot{6}$, and (2) divide $984\cdot\dot{0}\dot{2}$ by $2\cdot\dot{3}$ expressing the answers as recurring decimals.

8. In a quarter-of-a-mile race A runs at the rate of 300 yards in 48 seconds, B at the rate of 250 yards in $37\frac{1}{2}$ seconds. If A has 20 yards start, which will win, and by how many yards?

9. A tradesman began business on 1st February 1893, with a capital of £550. On 22nd August he was joined by a partner, who brought £300 to the business. At the end of December the profits were found to be £203. Find the share of each.

10. A piece of property will bring in £6,500 if sold now, but if retained for four years it will bring in an annual rent of £120, and sell, ultimately, for £7,000. Find which way of disposing of it is the more profitable, assuming that money can be invested at 4 per cent.

ALGEBRA.

Higher Grade.

Monday, 18th June. 3 P.M. to 4.30 P.M.

Candidates are not expected to attempt every question.
All answers sent in should be written out fully and carefully.
All the steps of the work must be shown, and any explanation which may be necessary should be added.
All writing and figures should be legible and neatly arranged.
Attention to these points will secure additional marks.

1. Simplify the expressions—

(1.) $\dfrac{(x^2+x-1)\,(x^2-x+1)-(x^2+x+1)\,(x^2-x-1)}{(x^2+x-1)\,(x^2+x+1)-(x^2-x+1)\,(x^2-x-1)}$,

(2.) $(\sqrt{bc}+\sqrt{ca}+\sqrt{ab})\left(\sqrt{\dfrac{b}{c}}+\sqrt{\dfrac{c}{a}}+\sqrt{\dfrac{a}{b}}-1\right)$.

2. Explain the ordinary process for finding the highest common factor of two expressions.
Find the highest common factor of $a^3+b^3+c^3-3abc$ and a^2+ac-b^2-bc.

3. Expand $(x+y)^5$, and divide $\dfrac{(x+y)^5-x^5-y^5}{5xy}$ by $\dfrac{(x+y)^3-x^3-y^3}{3xy}$.

4. Solve the following equations—

(1.) $\dfrac{x-4}{x-5}-\dfrac{x-5}{x-6}=\dfrac{x-7}{x-8}-\dfrac{x-8}{x-9}$;

(2.) $\begin{cases} x+y=a+b, \\ \dfrac{x}{a}-\dfrac{y}{b}=\dfrac{a}{b}-\dfrac{b}{a}; \end{cases}$

(3.) $\dfrac{1}{x(1-x)}-\dfrac{1}{x(1+x)}=\dfrac{3}{1+x^2}$.

5. A rectangular plot of grass, whose breadth is $\frac{3}{5}$ of its length, is surrounded by a path 3 feet wide, and it is found that 4 cubic yards of gravel are required, in order to lay down a uniform thickness of 2 inches of gravel on the path. Find the dimensions of the grass plot.

6. Solve the following equations—

(1.) $\sqrt{x+1}+\sqrt{x-2}=3$;

(2.) $\begin{cases} x(x+y+z)=12, \\ x+2y-z=1, \\ x-y+2z=7. \end{cases}$

7. If α and β are the roots of the equation $x^2+px+q=0$, show that $\alpha+\beta+p=0$, and $\alpha\beta-q=0$.

Form an equation whose roots are the cubes of the roots of the equation $x^2+3x+1=0$.

8. When are four numbers in continued proportion?

If a, b, c, d are in continued proportion, show that

$$\frac{la+mb}{lb+mc}=\frac{mb+nc}{mc+nd}, \text{ and that } ac^3=b^3d.$$

9. Define a geometric progression, and find the sum of n terms.

Explain the meaning of the assertion, "Some geometric progressions may be summed to infinity," and show its truth by means of an example.

Find the sum of 10 terms of the series.

$$(a+b)+(a^2+2b)+(a^3+3b)+\ldots.$$

10. The sum of the ages of three persons is 110. If the intermediate age had been a year more, the ages would have been in arithmetic progression, and, if it had been a year less, they would have been in geometric progression. Find the ages.

GEOMETRY.

Higher Grade.

Monday, 18th June. 12 noon to 2 P.M.

Candidates are not expected to attempt every question.

All ordinary symbols and contractions are allowed.

Care should be taken to omit no steps of the proofs, and to indicate the previous propositions, &c. on which they depend.

Figures should be accurately drawn, and writing should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. ABC is a triangle, right-angled at A, shew that the square on BC is equal to the sum of the squares on AB and AC.

If $BCDE$ be the square on BC, shew that the sum of the squares on AB and AD is equal to the sum of the squares on AC and AE.

2. Divide a straight line AB in P so that the rectangle contained by AB and PB may equal the square on AP.

If PA be produced its own length to Q, show that QB is divided in A in the same way as AB in P.

3. If from a point without a circle two straight lines be drawn, one of which cuts the circle, and the other meets it, and if the rectangle contained by the secant and its external segment be equal to the square on the line which meets the circle, that line shall be a tangent.

Describe a circle which shall pass through two given points and touch a given straight line.

4. If in an acute-angled triangle perpendiculars be drawn from the vertices to the opposite sides, these perpendiculars are the bisectors of the angles of the triangle formed by joining the feet of the perpendicular.

Enunciate the corresponding theorem when the triangle is obtuse-angled.

5. Inscribe a regular pentagon in a given circle.

The intersections of the diagonals of a regular pentagon are the vertices of another regular pentagon.

6. Find a mean proportional between two given straight lines.

Two circles touch externally; show that the portion of their interior common tangent which is intercepted between their two exterior common tangents is a mean proportional between the diameters of the circles.

7. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

If ABC be an equilateral triangle inscribed in a circle, and P a point on the arc BC, then $PA=PB+PC$.

8. If two straight lines meet three parallel planes, their segments are proportional.

9. When is a straight line perpendicular to a plane?

A pyramid is composed of four equilateral triangles on a square base, show that its height is half the diagonal of the base.

ELEMENTARY TRIGONOMETRY AND LOGARITHMS.

Higher Grade.

Monday, 25th June. 10 A.M. to 11.30 A.M.

Candidates are not expected to attempt every question. Ordinary contractions may be used.

All answers sent in should be written out fully and carefully, showing all steps of the work.

Figures should be accurately drawn, and writing should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. Define the sine and cosine of an angle, and prove the truth of the following formulæ for the case when A is obtuse:—

(1) $\sin^2 A+\cos^2 A=1$;

(2) $\sin(180°+A)=\cos(90°+A)$.

2. Prove geometrically that

$$\cos(A+B)=\cos A\cos B-\sin A\sin B,$$

for the case in which $A+B$ is less than a right angle.

Write down the similar formula for $\sin(A+B)$.

If $\sin A=\frac{3}{5}$ and $\cos B=\frac{5}{13}$, find the numerical values of $\sin(A+B)$ and $\cos(A+B)$.

3. Prove the identities

(1) $$\frac{\sec A-\tan A}{\operatorname{cosec}A-\cot A}=\frac{\operatorname{cosec}A+\cot A}{\sec A+\tan A};$$

(2) $$\cos 2A=\frac{1-\tan^2 A}{1+\tan^2 A};$$

(3) $$\cos B-\cos A=2\sin\frac{A+B}{2}\sin\frac{A-B}{2}.$$

4. Find the values of $\sin 45°$ and $\tan 30°$.

ABC is an isosceles triangle, right-angled at C. Draw AD bisecting the angle A and meeting BC in D. Show that $BD^2=2DC^2$, and hence find an expression for $\tan 22\frac{1}{2}°$.

5. Obtain an expression for all the angles which have the same tangent as a given angle.

Find all the values of θ which satisfy the equation

$$\tan^2\theta+12\cos^2\theta=6,$$

6. Define the logarithm of a number to the base 10.

Given $\log 2=\cdot 301$, and $\log 3=\cdot 477$, find thence the logarithms of 300, $\cdot 081$, $\sqrt[3]{\frac{2}{3}}$.

7. Show that in any triangle

(1) $$\sin\frac{A}{2}=\sqrt{\frac{(s-b)(s-c)}{bc}};$$

(2) $$a\sin(B-C)+b\sin(C-A)+c\sin(A-B)=0.$$

8. Show how to solve a triangle when two sides and the angle opposite to one of them are given. What special feature is there in this case?

Employ a table of logarithms to find A and C if $b=380$, $c=485$, $B=34°\ 30'$.

9. A and B are two points eight and a half miles apart, and the direction of AB is α degrees to the west of north. The direction of an inaccessible point C, as observed from A, is 2α to the west of north, and, as observed from B, is 3α to the west of north. Find the distance of C from A, if $\sin\alpha=\frac{8}{17}$.

ALGEBRA.

Honours Grade.

Monday, 18th June. 3 P.M. to 4.30 P.M.

Candidates are not expected to answer every question, but all the work set up should be fully and carefully written out. Additional marks will be given for neatness and good style.

1. Show that if $\phi(x)$, a rational integral function of x, vanishes when $x=h$, it is always divisible by $x-h$.

   Hence, or in any other way, factorize

   $$a^3(b-c)+b^3(c-a)+c^3(a-b).$$

2. If $a+b+c=0$, prove that

   $$a(a^4+5b^2c^2)+b(b^4+5c^2a^2)+c(c^4+5a^2b^2)=0.$$

3. Solve the equations—

   (1) $x^2-y=y^2-x=\frac{21}{16}$;

   (2) $x^2-yz=b^2+3ab$,
   $y^2-zx=b^2$,
   $x+y+z=3a$.

4. Prove that a quadratic equation can only have at most two different roots.

   If α, β be the roots of the quadratic equation $x^2+px+q=0$, show that

   $$(\alpha^n+\beta^n)+p(\alpha^{n-1}+\beta^{n-1})+q(\alpha^{n-2}+\beta^{n-2})=0,$$

   and hence find the sum of the fifth powers of the roots of

   $$x^2+x+1=0.$$

5. Find the number of permutations of n things taken altogether, when p are a's, q are b's, r are c's, and the rest all different.

   In how many ways can the letters A, B, C, D, a, b, c, d, be placed in a row, the letters of either set being in their natural relative order?

6. Prove the binomial theorem for a positive integral index, and show how to find the greatest term in the expansion of $(1+x)^n$.

   Find the greatest term

   (1) when $n=20$, $x=\frac{1}{3}$,

   (2) when $n=20$, $x=\frac{3}{4}$.

7. Explain the terms *homogeneous, symmetrical, interchange in cyclical order.*

   Show that the number of homogeneous terms of the rth degree, that can be made by using n simple factors and their powers, is the same as the number of ways of arranging in a row r white balls, and $n-1$ black ones, and hence, or otherwise, that the number is $\frac{\lfloor n+r-1}{\lfloor r \, \lfloor n-1}$.

   Find the number of different terms in $(a+b+c+d)^{10}$.

8. Show that the square root of a complex number of the form $a+bi$ can always be expressed in the form $c+di$, where c, d are real. In what case are c, d simple surds

Find $\sqrt{5+12i}$, and $\sqrt[4]{24i-7}$.

9. Explain how the complex number $a+bi$ may be graphically represented by a certain line. What is the length of this line?

Prove that the product of two complex numbers may be represented by a line whose length is the product of the lengths of the lines representing the two given complex numbers.

GEOMETRY.

Honours Grade.

Monday, 18th June. 12 noon to 2 P.M.

Candidates are not expected to attempt every question.

All ordinary symbols and contractions are allowed.

Care should be taken to omit no steps of the proofs, and to indicate the previous propositions, &c., on which they depend.

Figures should be accurately drawn, and writing should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. The straight lines which join the mid-points of the diagonals of the quadrilateral $ABCD$ meet AD and CB in E and F. Shew that the triangles EBC and FAD are each half the quadrilateral.

2. If the opposite angles of a quadrilateral be supplementary it can be circumscribed by a circle.

Hence shew that if from a point in the circumscribing circle of a triangle perpendiculars be drawn to the sides, the feet of the perpendiculars are collinear.

3. A and B are fixed points in a circle, and P is a point in the straight line AB; two circles are described intersecting in P and Q, and touching the first circle in A and B respectively. Shew that the locus of Q is a circle.

4. Find a mean proportional between two straight lines.

Two circles touch externally. Shew that the portion of their interior common tangent, which is intercepted between their exterior common tangents, is a mean proportional between the diameters of the circles.

5. Define the inclination of a straight line to a plane.

In the tetrahedron $ABCD$, $AB = AC = AD$. Shew that the centre of the circumscribing sphere lies in the perpendicular from A to the plane BCD.

6. If through a point O in the plane of a triangle ABC straight lines AO, BO, CO be drawn meeting the sides of the triangle in P, Q, R, then $\frac{BP}{CP} \cdot \frac{CQ}{AQ} \cdot \frac{AR}{BR} = -1$.

Enunciate the converse theorem, and shew that its truth necessarily follows from that of the theorem.

Hence shew that the medians of a triangle are concurrent.

7. Shew that the circle which passes through the mid-points of the sides of a triangle also passes through the feet of the altitudes.

Why is this circle called the nine-point circle?

The centres of the circumscribing and nine-point circles and one vertex of a triangle being given, find the other vertices.

8. When do four straight lines form a harmonic pencil?

If three such lines be cut in P, Q, R by a line parallel to the fourth, shew that $PQ = QR$, and hence shew how to find the fourth ray of a harmonic pencil when three are given.

9. Define a pole and a polar with respect to a given circle, and shew how to construct a triangle, each of whose sides is the polar of the corresponding vertex with respect to a given circle.

10. What is meant by inversion?

Shew that concentric circles invert into co-axal circles, and find the radical axis.

HIGHER TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Monday, 25th June. 10 A.M. to 11.30 A.M.

Candidates need not attempt to answer all the questions, but all the work shown up should be carefully written, and no steps of the proofs should be omitted.

The necessary figures should be accurately drawn.

Attention to these points will secure additional marks.

1. Find, by a geometrical construction, the value of tan 15°, and show that $\sin 18° = \frac{\sqrt{5}-1}{4}$.

2. Show that all angles, that have the same sine as α, are included in the formula $n\pi + (-1)^n\alpha$.

Employ this formula to solve the equation, $\sin 3\theta = \sin\theta$, generally; also solve the equation independently so as to obtain $\sin\theta$: and then show that the solutions agree completely.

3. Prove geometrically that

$$\cos A + \cos B = 2\cos\tfrac{1}{2}(A+B)\cos\tfrac{1}{2}(A-B).$$

If $\theta = \frac{2}{3}\pi$, show that,

$$4\cos\theta\cos 2\theta\cos 4\theta + \tfrac{1}{2} = \cos\theta + \cos 2\theta + \cos 4\theta.$$

4. Show that in any triangle

$$a\cos B + b\cos A = c.$$

Assuming this and the two corresponding equalities, deduce the equality

$$a^2\sin^2 B - b^2\sin^2 A = 0.$$

5. A spherical balloon is drifting with uniform speed towards an observer. If 2α, 2β, 2γ be the angles, subtended by its apparent diameter at intervals of five minutes, prove that $\operatorname{cosec}\alpha$, $\operatorname{cosec}\beta$, $\operatorname{cosec}\gamma$ are in arithmetical progression.

6. Solve, completely (by the aid of a table of logarithms), the triangle, in which $a=1000$, $b=749$, $B=21^\circ\ 59'\ 36''$.

7. What is meant by $\tan^{-1}x$? Show that $\tan^{-1}x+\tan^{-1}y=\tan^{-1}\dfrac{x+y}{1-xy}$

Show also that

$$\tan^{-1}\tfrac{1}{13}+\tan^{-1}\tfrac{1}{21}+\tan^{-1}\tfrac{1}{31}=\tan^{-1}\tfrac{3}{19}.$$

8. Prove that $\sin\theta$ lies between $\theta-\dfrac{\theta^3}{4}$ and θ: and, assuming $\pi=3{\cdot}14159$, find the sine of 1°, stating to how many places of decimals your result is certainly correct.

9. Enunciate Demoivre's theorem, and prove it for a positive integral index. Find the roots of the equation

$$x^3-2x\cos\alpha+1=0,$$

and deduce all those of

$$x^{2n}-x^n+1=0.$$

ELEMENTS OF DYNAMICS.

Additional Mathematical Subject.

Monday, 25th June. 2 P.M. to 3.30 P.M.

Candidates need not attempt to answer all the questions. All the work should be written out fully and carefully, giving all the steps of the proofs and the detailed work of the calculations. Additional marks will be given for neatness, good style, and carefully-drawn figures.

1. Prove the proposition known as the Parallelogram of Velocities.

A steamer is being propelled by its engines due north at the rate of 6 feet per second, while at the same time a current is carrying it due east at the rate of $4\frac{1}{2}$ feet per second. Find its actual velocity, and show, by a diagram, the direction of its motion.

If in the same ship a sailor climb a vertical mast at the rate of 4 feet per second, find his resultant velocity.

2. Define acceleration.

A particle initially at rest moves with uniform acceleration α. Obtain expressions for its velocity after t seconds, and the distance travelled in t seconds.

A shot fired from a gun 40 feet long leaves the muzzle with a velocity of 1,200 feet per second. Assuming that its acceleration was constant, find the time it took to traverse the gun. Find also the acceleration.

3. Find the resultant of two given parallel forces acting in the same direction, their lines of action being given.

ABC is a triangle, right-angled at B, and supported by two parallel vertical strings attached at A and B. If AB be horizontal, prove that the tension of one of the strings is twice that of the other.

4. Show how to find, by construction, the centre of mass of three or more particles.

   Masses of 1, 2, 3, and 4 lbs. are placed at the corners of a square. Find their centre of mass.

5. State the laws of statical friction, and define the co-efficient of friction.

   A body, placed on an inclined plane whose base is 10 feet and height 1 foot, is on the point of slipping. Find the co-efficient of friction.

6. Show how the specific gravity of a body may be found by weighing it in air and in water.

   A body weighs 4 lbs. in water and 3 lbs. in a liquid whose specific gravity is 1·25. Find the mass of the body, and its specific gravity.

7. Describe the common pump.

   Show that there is a limit to the height through which a common pump can raise a liquid.

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

HIGHER GRADE AND HONOURS.

Monday, 25th June. 4 P.M. to 5.30 P.M.

Candidates need not attempt to answer all the questions, but all work sent in should be full and careful, and no steps of the proofs should be omitted. Figures should be accurately drawn. Attention to these points will secure additional marks. All ordinary symbols and contractions are allowed.

1. The focus and directrix of a parabola being given, find the points in which a given straight line through the focus meets the curve.

2. The tangent to a parabola makes equal angles with the focal radius and the diameter through the point.

   A and B are two given points in a circle. Find the focus and directrix of a parabola, which shall touch the circle at A, and whose axis shall touch the circle at B.

3. If PN be an ordinate to a parabola at a point P, prove that $PN^2=4AS\cdot AN$.

   If AN be produced to K, so that NK is equal to the *latus rectum*, show that APK is a right angle.

4. The *locus* of the foot of the perpendicular from the focus of a parabola on a tangent is the tangent at the vertex.

   Show that the circle, described on any focal radius as diameter, touches the tangent at the vertex.

5. If two chords of a parabola intersect, the rectangles contained by their segments are in the ratio of the parameters of the diameters which bisect the chords.

6. If PT, QT, are tangents at points P and Q of an ellipse whose foci are S and H, show that the angles STP and HTQ are equal.

   Hence show that if an ellipse touch the three sides of a triangle, and one focus be the centre of the circumscribing circle, the other focus will be the orthocentre.

7. If, in a central conic, the tangent at P meet the axis major in T, and N be the foot of the ordinate, show that the semi-axis major is a mean proportional between CT and CN.

8. A sphere rests on a table which is lighted by a bright point whose distance above the table is equal to the diameter of the sphere. Show that the outline of the shadow of the sphere cast on the table is a parabola.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

HIGHER GRADE AND HONOURS.

Monday, 25th June. 12 noon to 1.30 P.M.

Candidates need not attempt to answer all the questions. But all the work should be very carefully written, and no steps of the proofs should be omitted. The answers should be accompanied by carefully drawn figures. Attention to these points will secure additional marks.

Except in Question 1, *the co-ordinate axes may be assumed to be rectangular.*

1. Obtain the equation to the straight line which passes through the points ($x=3$, $y=3$) and ($x=2$, $y=4$), and find the lengths of the intercepts which it makes with the axes.

   Show that the form of this equation is independent of the angle which the axes make with each other.

2. Show that the equation $ax+by+c=0$ represents a straight line.

   Find the condition that this line and the lines, $bx+cy+a=0$ and $cx+ay+b=0$, meet in a point.

3. Find an expression for the tangent of the angle formed by the straight lines $ax+by+c=0$ and $dx+ey+f=0$.

   Perpendiculars are drawn from the origin to the straight lines whose equations are $x+2y=3$ and $2x+3y=5$; find the equation of the straight line which joins the feet of the perpendiculars.

4. Find the general equation to a circle.

   Prove that the circle, whose centre is the origin, and radius $2a$, touches the circle $x^2-6ax+y^2-8ay+16a^2=0$.

   Find the equation to their common tangent.

5. Define the radical axis of two circles, and show how to find its equation.

Find the radical axes of each pair of the circles—

$$x^2+y^2-4x-4y+7=0,$$
$$x^2+y^2-6x-4y+9=0,$$
$$x^2+y^2-4x-6y+4=0;$$

and show that they meet in a point.

6. Show that we may transform an equation from one set of rectangular co-ordinates to another with the same origin, but inclined at an angle α, by means of the formulæ

$$x=x'\cos\alpha-y'\sin\alpha,$$
$$y=x'\sin\alpha+y'\cos\alpha.$$

Transform the equation $(x^2-y^2)^2=a^2(x^2+y^2)$ to axes which bisect the angles between the original axes.

HIGHER DYNAMICS.

Additional Mathematical Subject.

Higher Grade and Honours.

Monday, 25th June. 2 P.M. to 3.30 P.M.

Candidates need not attempt to answer all the questions. All the steps of the proofs should be given, and any explanations which may be necessary should be added. Additional marks will be given for neatness, good style, and careful figures.

1. A particle starts with given velocity and is acted on by a force which produces constant acceleration in its line of motion; show that the distance travelled in the mth second is half the sum of the distances travelled in the $(m-n)$th and the $(m+n)$th seconds.

2. Show how to find the resultant of two parallel forces acting in the same direction, the distance between their lines of action being given.

A triangular piece of metal ABC weighs 12 lbs., and is supported by two parallel vertical strings at A and B. If AB be twice AC and the angle ACB be a right angle, find the tensions of the strings in the different cases when, (1) AB, (2) BC, (3) CA is horizontal.

3. Distinguish between Kinetic and Potential Energy.

A pendulum, 20 inches long, is swinging through an angle of 60 degrees on each side of the vertical line through its point of support; find the distance of the bob of the pendulum from the vertical line at the instant when half the energy of the pendulum is kinetic and half potential.

4. Define the moment of a force about a point.

Prove that the algebraical sum of the moments of two forces which act at a point, about any point in the line of action of their resultant vanishes.

5. What is meant by the mechanical advantage of a machine?

In a certain system of pulleys the power descends 6 feet while the weight rises 1 inch. Neglecting the weight of the pulleys, what power will be required to raise a weight of 1 ton?

6. State the experimental laws of friction.

A man climbs a light ladder resting on a rough floor against a smooth wall. If the weight of the ladder and its friction against the wall be neglected, show that the friction, called into play between the ladder and the floor, varies as the height to which the man has reached.

If the ladder be inclined at an angle of 60° to the horizon, and slip just as the man reaches the top, find the co-efficient of friction.

7. Describe Atwood's Machine.

If each of the suspended masses be $15\frac{1}{2}$ ounces, and an additional ounce be placed gently on one of the masses, find the acceleration and the tension of the string, assuming that $g=32$ feet per second per second.

8. Describe the common barometer, and explain why the mercury remains supported in the tube.

If the atmospheric pressure be $15\frac{1}{2}$ lbs. to the square inch, and a cubic foot of water weigh $62\frac{1}{2}$ lbs., find the height of the water barometer.

9. Give Boyle's law.

If the water barometer stand at 35 feet, and a cylindrical diving bell, 8 feet deep, be lowered till its lip is 24 feet below the surface, at what height will the water stand inside the bell?

BOOK-KEEPING.

Friday, 22nd June. 10 A.M. to 12.30 P.M.

Candidates are only to answer two parts of Question 1 *and one part of Question* 2.

1. Define briefly the following terms:—

(1) Double Entry.
(2) Cheque.
(3) Account Current.
(4) Bill of Lading.
(5) Consignment.
(6) Profit and Loss Account.

2. (1) How does a book-keeper prove that he has entered all the transactions correctly into his ledger?
   (2) What is meant by a bill being dishonoured?
   (3) Into what three classes may the accounts in a merchant's ledger be resolved?

3. The following is the Balance Sheet of Thomas Asher, Merchant, Dundee, at 31st December, 1893:—

ASSETS.

	£	s.	d.
Tea, valued at	692	10	0
Coffee „	530	15	0
Bills receivable (John Rankine & Co.'s)	70	0	0
Thomas Kerr	26	13	6
Bank of Scotland	115	14	5
Cash	18	16	9
	£1,454	9	8

LIABILITIES.

	£	s.	d.
Capital	1,300	0	0
Bills payable	61	2	6
Daniel Robertson & Co.	93	7	2
	£1,454	9	8

The following are his transactions for January, 1894:—

			£	s.	d.
January	2.	Sold Thomas Kerr 150 lbs. tea at 1*s.* 7*d.*	11	17	6
„	„	Ditto 120 lbs. coffee at 1*s.* 1*d.*	6	10	0
„	5.	Purchased from Daniel Robertson & Co., Calcutta, 1,350 lbs. tea at 1*s.* 2½*d.*	81	11	3
„	6.	Sold Alex. Binnie 110 lbs. tea at 1*s.* 8½*d.*	9	7	11
„	„	„ Blyth & Gordon 50 lbs. coffee at 1*s.* 0½*d.*	2	12	1
„	7.	Lodged in Bank, John Rankine and Co.'s, Bill due to-day	70	0	0
„	8.	John Rankine & Co having failed to meet their bill it is returned by the Bank of Scotland, who state that they have debited Mr. Asher's account with the amount and with charges 10*s.* 7*d.*	70	10	7
„	10.	Thomas Kerr pays his account by cheque	40	11	0
„	„	Discount allowed to Thomas Kerr	4	10	0
„	„	Thomas Kerr's cheque lodged in Bank	40	11	0
„	12.	Consigned to John Wilson, tea invoiced at	127	7	3
„	15.	By Mr. Asher's instructions the Bank of Scotland pays his acceptance, and debits his account with the amount	61	2	6
„	17.	Bought of Macdonald & Co., Colombo, 1,000 lbs. tea at 1*s.* 2*d.*	58	6	8
„	„	Bought of Macdonald & Co., Colombo, 2,000 lbs. coffee at 10*d.*	83	6	8
„	„	Paid in cash, freights on shipment from Colombo	7	19	3
„	„	Ditto dock dues on ditto	3	19	7
„	18.	Received from John Wilson, cash to a/c	80	0	0
„	„	Lodged John Wilson's remittance in Bank	80	0	0
„	31.	Paid salaries for month	20	0	0
„	„	„ sundry charges	5	3	9
„	„	Cash drawn from bank for above payments	25	3	9

Record these transactions in—

A cash-book;
An invoice (or goods bought) book;
A day (or goods sold) book;
A journal.

Post from these books to a ledger, and frame a trial balance-sheet.

Candidates may post direct to the ledger from the cash, invoice, and day-books. It is only desired that such transactions as cannot be recorded in them be journalized.

COMMERCIAL ARITHMETIC—First Paper.

Friday, 22nd June. 2 p.m. to 2.30 pm.

This paper will be taken up at the end of *half an hour*, when the other paper will be given out.

Add the *columns* and *rows*, and find the *grand total*, placing the answers in the spaces provided. Great importance will be attached to accuracy.

Fill this in first { *Name of School*_____

*Name of Pupil*_____

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
328	18	4	726	10	5	615	8	10			
773	6	7	417	3	6	440	16	7			
363	14	11	95	16	8	89	14	0			
82	14	8	37	10	11	467	0	5			
627	2	5	319	17	8	865	18	10			
29	3	11	62	9	10	70	16	11			
784	9	7	885	14	4	45	3	7			
869	19	6	139	2	6	925	14	4			
477	16	5	35	12	5	78	12	6			
142	10	10	578	16	9	754	19	9			
173	0	8	779	9	5	352	4	8			
12	4	7	172	13	10	17	3	11			
827	15	6	15	0	8	796	19	10			
283	8	11	234	18	11	134	16	8			
272	13	10	577	15	9	99	2	9			
37	19	8	918	3	9	48	6	10			
319	2	6	25	19	8	123	17	7			
931	8	3	63	17	10	678	3	9			
45	1	10	174	10	9	29	19	5			
236	14	9	12	18	4	442	16	11			
722	18	7	429	8	7	179	3	3			

COMMERCIAL ARITHMETIC—Second Paper.

Friday, 22nd June. 2.30 P.M. to 4 P.M.

Candidates are not expected to attempt every question.

All answers sent in should be written out fully and carefully. *All the steps of the work must be shown*, and any explanations which may be necessary should be added. All the writing and figures should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. What is the income of a person whose income-tax, at 7*d.* in the pound, is £22 16*s.* 5½*d.*?
2. A merchant buys teas at 1*s.* 6*d.*, 1*s.* 8*d.*, and 1*s.* 10*d. per lb.*, and mixes them in the proportion of 5, 4, and 1. At what price *per lb.* must he sell the mixture so as to make a profit of 25 per cent.?
3. If a 4 lb. loaf be worth 6*d.*, find, to the nearest centime, the value of a loaf of 2 kilogrammes, assuming that a kilogramme = 2·205 lbs., and that £1 = 25 francs 30 centimes.
4. What will be the cost of the paper required to print 4,000 copies of a book of 304 pages? The paper costs 3¾*d.* per lb.; a sheet contains 16 pages; and a ream of 480 sheets weighs 65 lbs.
5. The interior measurements of a rectangular box are 12 ft. 6 in., 10 ft. 8 in., and 7 ft. 6 in. Find the cost of lining the box (including the lid) with zinc at 6*d.* per square foot.

   Find also the cost, at the same rate, of lining a cubical box which will contain the same bulk of goods.
6. Find, without unnecessary calculation, the amount to the nearest penny at the end of two years of £1,248 invested at 4 per cent. per annum compound interest, payable half-yearly.
7. The cost of producing 5,000 copies of a book is estimated to be £475. If 60 presentation copies are given away, and on the rest the author is to receive a royalty of 2*d.* per copy, at what price per dozen (giving 13 copies in the dozen) must the publisher sell the remaining copies so as to make a profit of 15 per cent.?
8. A person invests £4,370 in a 4 per cent. railway stock at 115. When it rises to 125, he sells out, and invests the proceeds in 2¾ per cent. Consols at 95. Find the change in his income.
9. The exchange between London and Paris is 25·30 francs for £1; between Berlin and Paris ·82 marks for one franc; between Berlin and London 20·10 marks for £1. How much per cent. would a London merchant gain or lose by remitting money to Berlin through Paris instead of remitting it direct?

LEAVING CERTIFICATE, 1894.

RESULTS of EXAMINATION for LEAVING CERTIFICATES held by the SCOTCH EDUCATION DEPARTMENT from the 18th to the 26th of June (inclusive).

I.—HIGHER CLASS SCHOOLS.

Number of Schools at which Examination was held.	Total Number of Candidates.	Number of Papers taken.
64	4,352	.. 17,085

II.—STATE-AIDED SCHOOLS.

Number of Schools from which Candidates were presented for Examination.	Total Number of Candidates.	Number of Papers taken.
148*	5,481	13,821

* Separate Examinations were held at 108 of these Schools.

I.—LIST of HIGHER CLASS SCHOOLS at which the EXAMINATION was held.

Aberdeen Girls' High School.
Aberdeen Grammar School.
Aberdeen, Robert Gordon's College.
Anstruther, Waid Academy.
Arbroath High School.
Ayr Academy.
Beith, Spier's School.
Brechin High School.
Callander, M'Laren High School.
Crieff, Morrison's Academy.
Cupar, Bell Baxter School.
Dollar Institution.
Dumfries Academy.
Dundee High School.
Dunfermline High School.
Edinburgh Academy.
Edinburgh, Daniel Stewart's College.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
Edinburgh, George Watson's Boys' College.
Edinburgh, George Watson's Ladies' College.
Edinburgh Institution.
Edinburgh, Ladies' College.
Edinburgh, Merchiston Castle School.
Edinburgh, Morelands School.
Edinburgh, Royal High School.
Edinburgh, St. George's High School for Girls.
Elgin Academy.
Falkirk High School.
Forfar Academy.

Fraserburgh Academy.
Galashiels Academy.
Galashiels, Gala High School.
Glasgow Academy.
Glasgow, Allan Glen's School.
Glasgow High School.
Glasgow, Hutchesons' Boys' Grammar School.
Glasgow, Hutchesons' Girls' Grammar School.
Glasgow, Kelvinside Academy.
Glasgow, St. Aloysius' College.
Greenock Academy.
Haddington, Knox Institute.
Hamilton Academy.
Inverness College.
Inverness, New Glenmoriston School.
Inverness Royal Academy.
Irvine Royal Academy.
Kelso High School.
Kirkcaldy High School.
Kirkcudbright Academy.
Montrose Academy.
Musselburgh, Windsor Park School.
Nairn, Rose's Academical Institution.
Newton Stewart, Ewart High School (Boys).
Newton Stewart, Ewart High School (Girls).
Paisley Grammar School and Academy.
Peebles, Bonnington Park High School.
Perth Academy.
Perth, Sharp's Institution.
Polmont, Blairlodge School.
St. Andrew's, Madras College.
Stirling High School.
Stonehaven, Mackie Academy.
Tain Royal Academy.

II.—List of State-aided Schools from which Candidates were presented for Examination.

Aberdeen, Church of Scotland Practising School.
Aberdeen, Ferryhill Public School.
Aberlour Public School.
Abernethy and Kincardine, Abernethy Public School.
Airdrie Academy Public School.
Alvah Public School.
Alyth Public School.
Avondale, Crosshill Public School.

Banff (Burgh) Public School.
Banff (Landward) and Ord, Hilton Public School.
Beith Academy Public School.
Bellie, Fochabers, Milne's Institution.
Blairgowrie Public School.
Bonhill, Alexandria North Public School.
Borgue Public School.
Bothwell, Uddingston Public School.
Botriphnie Public School.
Boyndie Public School.
Broughty Ferry, Grove Academy Public School.
Burntisland (Burgh) Public School.
Cambuslang, Kirkhill Public School.
Cambuslang Public School.
Cambuslang, West Coats Public School.
Campbeltown (Burgh) Grammar Public School.
Cathcart, Queen's Park Public School.
Closeburn, Wallace Hall Academy.
Coupar Angus Public School.
Cromarty Public School.
Cromdale, Grantown Public School.
Cromdale Public School.
Dalziel, Merry Street Public School.
Dingwall Academy Public School.
Dornoch Public School.
Dryfesdale Public School
Dull, Aberfeldy Public School.
Dumbarton Academy Public School.
Dundee, Harris Academy Public School.
Dundee, Liff Road Public School.

Dundee, Morgan Academy Public School.
Dunoon Grammar Public School.
Durness, Durine Public School.
Edinburgh, Abbey Hill Public School.
Edinburgh, Canonmills Public School.
Edinburgh, Church of Scotland Normal Practising School.
Edinburgh, Dalry Public School.
Edinburgh, James Gillespie's School.
Edinburgh, Leith Walk Public School.
Edinburgh, London Street Public School.
Edinburgh, Normal and Model Free Church School.
Edinburgh, North Merchiston Public School.
Edinburgh, St. Bernard's Public School.
Edinburgh, St. George's Local General Assembly School.
Edinburgh, St. James' Episcopal School.
Edinburgh, Sciennes Public School.
Edinburgh, South Bridge Public School.
Edinburgh, Stockbridge Public School.
Edinburgh, Torphichen Street Public School.
Edinburgh, Warrender Park Public School.
Edinburgh (St. Cuthbert's and Dean), Gorgie Public School.
Elgin (Burgh), West End Public School.
Fordyce, Portsoy Female Industrial School.
Fordyce, Portsoy Public School.
Fordyce Public School.
Forres Burgh Public School.
Galston Public School.
Gamrie, Macduff Public School.
Girvan Burgh Public School.
Glasgow, City Public School.
Glasgow, Garnethill Public School.
Glasgow, John Street Public School.
Glasgow, Kent Road Public School.
Glasgow, St. Mungo's Academy Roman Catholic School.
Glasgow, Whitehill Public School.
Glasgow, Woodside Public School.
Glenrinnes Public School.
Golspie Public School.
Govan, Albert Road Public School.
Govan, Bellahouston Academy Public School.
Govan, Fairfield Public School.
Govan, Govanhill Public School.
Govan, Hamilton Crescent Public School.
Govan, Hillhead Public School.
Greenock, Holmscroft Public School.
Hamilton, St. John's Grammar School.
Huntly, Gordon Public School.
Inveraven, Glenlivet Public School.
Inverness High Public School.
Inverness, Raining's Society School.
Keith Public School.
Kelton, Castle Douglas Public School.
Killarrow and Kilmeny, Bowmore Public School.
Kilbrandon and Kilchattan, Easdale Public School.
Kildonan, Helmsdale Public School.
Kilmallie, Fort William Public School.
Kilmarnock (Burgh) Academy Public School.
Kilninian and Kilmore, Tobermory Public School.
Kilsyth (Burgh) Academy Public School.
Kingussie Public School.
Kininmonth Public School.
Kirkwall (Burgh) Public School.
Kirriemuir Combined Public School.
Knockando Public School.
Lanark Grammar Public School.
Largs Public School.
Larkhall Academy Public School.
Lenzie Academy Public School.
Lerwick, Anderson Educational Institute Public School.
Leslie Public School.
Lochbroom, Ullapool Public School.
Lochgilphead, Ardrishaig Public School.
Lochgilphead Public School.
Maybole, Ladyland Public School.
Mortlach Public School.
Neilston, Grahamston Public School.
Newhills, Buxburn Public School.
New Kilpatrick Public School.
Oban High Public School.
Old Kilpatrick, Clydebank Public School.
Old Monkland Coatbridge Public School

Old Monkland, Gartsherrie Church of Scotland School.

Olrig, Castletown Public School.

Paisley, Neilson Educational Institution.

Perth (Burgh), Caledonian Road Public School.

Peterhead (Burgh) Academy Public School.

Port Glasgow, Jean Street Public School.

Portree Public School.

Prestonpans Public School.

Rathen Public School.

Rathven, Buckie Public School.

Rathven Public School.

Rosemarkie, Fortrose Academy Public School.

Rosskeen, Invergordon Public School.

Rothesay Academy Public School.

Row, Garelochhead Public School.

Row, Helensburgh, Hermitage Public School.

Rutherglen, Stonelaw Public School.

Selkirk (Burgh), Knowe Park Public School.

Speymouth Public School.

Stornoway, Nicolson Public School.

Strichen Public School.

Stromness Public School.

Tarbert Public School.

Thurso, Miller Institution Public School.

Tiree, Cornaigmore Public School.

Tranent Public School.

Tulliallan and Kincardine Public School.

Wemyss, Buckhaven Higher Grade Public School.

Wick (Burgh), Pulteneytown Academy Public School.

TABLE showing Subjects in which Candidates were presented, and Results of the Examination.

Subject.	Total Number presented.	Passed in different Grades.			Total Passes.
		Lower.	Higher.	Honours.	
English - - - -	6,428	3,538	660	25	4,223
Latin - - - -	1,606	475	263	30	768
Greek - - - -	768	373	119	11	503
French - - - -	3,175	1,657	547	141	2,345
German - - - -	1,811	819	259	57	1,135
Mathematics* (including Arithmetic).	2,880	1,129	330	34	1,493
Arithmetic only - -	5,733	3,207	277	—	3,484
		Passed.	Passed with Distinction.		
Geometrical Conics - -	104	27	17		44‡
Analytical Geometry - -	93	26	13		39‡
Elements of Dynamics - -	265	105	14		119‡
Higher Dynamics - -	30	17	1		18‡
Book-keeping and Commercial Arithmetic.†	437	— —			287

* To 859 candidates who have failed to pass in mathematics, but have passed in arithmetic, certificates will be issued in that subject only, as follows :—
88 in the Higher Grade.
771 „ Lower „

† Candidates are not passed in grades.

‡ No passes are reckoned unless the candidates have also obtained a certificate in mathematics.

—	1888.	1889.	1890.	1891.	1892.	1893.	1894.
Number of candidates	972	2,066	2,528	3,120	5,175	7,148	9,833
„ schools -	29	41	43	50	115	152	212
„ papers taken	4,300	9,200	11,300	13,192	18,691	24,240	30,906

H. CRAIK,
Secretary.

Scotch Education Department,
Dover House, Whitehall,
19th July 1894.

PART II. OF APPENDIX.

TABLES.

No. 1.—Expenditure from Education Grants.

(A.)—*Classified according to Object of Grant.*

	For Year ended 31 Dec. 1893.	Compared with Year ended 31 Dec. 1892.	
		Increase.	Decrease.
	£ s. d.	£ s. d.	£ s.
1. Annual Grants for Day and Evening Scholars - Day - - -	591,817 18 10	23,832 14 11	—
1. Annual Grants for Day and Evening Scholars - Evening - -	10,922 0 0	2,388 14 4	—
2. Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67, 1872 - - - - - -	11,160 15 1	1,187 14 1	—
3. Fee Grants for Day Scholars - - -	248,597 8 0	28,597 8 0	—
4. Special Grants to Schools in Highlands and Islands - - - - - - -	750 0 0	—	1,348 6 10
5. Annual Grants to Training Colleges - -	30,386 9 9	929 5 0	—
6. Pensions and gratuities to teachers - -	3,142 5 10	375 13 4	—
7. Administration:—	£ s. d.		
Office in London - -	11,010 11 2		
Inspection - - -	33,608 5 11	45,269 14 2	1,462 14 1 —
Office in Edinburgh - -	650 17 1		
Total - - - -	942,046 11 8	58,774 3 9	1,348 6 10

(B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 Dec. 1893.	Compared with Year ended 31 Dec. 1892.		From 1839 to 31 Dec. 1893.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Public Schools - -	522,080 13 11	25,159 18 2	—	7,032,944 12 4
„ Church of Scotland Schools -	21,742 8 2	312 14 11	—	3,174,675 15 0
„ Free Church Schools - -	18,908 12 5	278 9 0	—	
„ Undenominational Schools -	17,300 15 8	—	260 5 1	
„ Episcopal Schools - -	11,133 9 6	—	1,269 14 1	272,723 3 9
„ Roman Catholic Schools -	45,102 14 9	3,305 2 8	—	601,977 17 10
Administration (as in Table A.) -	45,269 14 2	1,462 14 1	—	678,867 4 2
Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67. - -	11,160 15 1	1,187 14 1	—	112,638 18 6
Special Grants to Schools in Highlands and Islands - -	750 0 0	—	1,348 6 10	6,948 6 10
Expenses of Education Board under Act 35 & 36 Vict. c. 62. -	—	—	—	29,311 3 4
Fee Grants for Day Scholars* -	248,597 8 0	28,597 8 0	—	468,597 8 0
Total - - -	942,046 11 8	60,304 0 11	2,878 4 0	12,378,684 9 9

* These Grants are distributed in relief of fees, together with the amounts allocated for that purpose under the Local Taxation (Customs and Excise) Act, 1890, and the Education and Local Taxation Account (Scotland) Act, 1892.

Table No. 2.

Table showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters;* Total Amount *expended;* and Number of Children for whom *Accommodation* has been provided;—*Years* 1839 *to* 1887 *inclusive.*

Denominations.	Number of School houses* Built						Enlarged or improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.)	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom New Schools have been enlarged.‖					Total Number of Children for whom Accommodation has been created.§				
	Institutions.†	No. of departments comprised in these institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.					Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
Public Schools	980	77	95	887	285	766	370	577,955 7 11	2,097,883 7 8	2,675,838 15 7	13627	13942	154296	37864	219729	5339	4277	31584	5411	46611	18966	18219	185880	43275	266340
Church of Scotland Schools	235	56	83	141	20	127	71	63,761 16 2	135,575 1 7	199,336 17 9	8815	9978	15113	1660	35566	1387	959	1619	563	4528	10202	10937	16732	2223	40094
Free Church Schools	167	47	49	113	12	101	56	36,615 14 0	75,322 5 7	111,937 19 7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools	12	5	5	4	9	3	–	5,118 0 1	12,563 7 5	17,681 7 6	1015	848	640	1019	3522	–	–	–	–	–	1015	848	640	1019	3522
Total	1402	189	237	1146	327	1004	498	687,366 11 0	2,328,006 2 5	3,015,372 13 5	29483	30641	183345	41837	284806	7347	5870	34211	6187	53615	36830	36511	217558	47524	338421

* Exclusive of Training Colleges.
‡ In which separate head teachers are employed.
† Held in separate buildings, and separately managed.
§ At the rate of 8 square feet of superficial area per child.
The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

ELEMENTARY SCHOOLS.

Tables showing Results of Inspection for the Year ended 30th September 1893.

(No. 1.)—Total Number of Day Schools on the Annual Grant List on the 30th September 1893; the Number of Departments, Accommodation, Average Number of Scholars in Attendance, and the Number of Scholars on the Registers in those Schools.

Denominations.	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments in which separate Head Teachers are employed.					Number of Scholars for whom Accommodation is provided.	Average Number of Scholars in Attendance.
		Boys.	Girls.	Infants.	Mixed.	Total.		
In *Public* Schools	2,679	9	6	322	2,645	2,982	654,020	483,294
In Schools connected with *Church of Scotland*	46	—	—	3	47	50	9,427	6,572
Free Church	17	—	—	2	16	18	5,594	4,355
Episcopal Church	74	6	4	13	69	92	15,170	11,400
Roman Catholic Church	177	28	23	42	148	241	62,808	43,659
Undenominational and other Schools	112	2	7	11	103	123	21,521	14,006
Total	3,105	45	40	393	3,028	3,506	768,540	563,286
Total for previous year, 1891-92	3,108	46	43	389	3,028	3,486	753,192	549,420

Denominations.	Number and Per-centage of Scholars on the School Registers, aged														
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In *Public* Schools	1 0·00	890 0·15	8,728 1·48	40,117 6·79	68,017 11·51	76,123 12·88	77,211 13·06	74,952 12·68	74,523 12·61	70,744 11·97	56,191 9·51	30,435 5·15	9,099 1·54	3,987 0·67	591,018
In Schools connected with *Ch. of Scot.*	— —	25 0·32	163 2·08	492 6·27	860 10·96	938 11·95	960 12·23	931 11·86	898 11·44	872 11·11	745 9·49	531 6·77	293 3·73	140 1·79	7,848
Free Church	— —	— —	28 0·56	274 5·53	528 10·65	626 12·63	596 12·02	611 12·33	568 11·46	614 12·39	509 10·27	337 6·80	176 3·55	90 1·81	4,957
Episcopal Church	— —	51 0·37	444 3·19	1,260 9·04	1,902 13·64	1,835 13·16	1,854 13·30	1,715 12·30	1,678 12·04	1,475 10·58	1,072 7·69	486 3·49	141 1·01	26 0·19	13,939
Roman Catholic Ch.	4 0·01	389 0·71	2,118 3·88	4,921 9·02	6,769 12·41	7,474 13·70	7,550 13·84	6,905 12·65	6,694 12·27	6,094 11·17	3,714 6·81	1,542 2·82	323 0·59	64 0·12	54,561
Undenominational and other Schools	— —	28 0·16	325 1·88	1,143 6·59	1,771 10·22	1,917 11·06	1,960 11·30	1,839 10·61	2,012 11·60	2,369 13·06	2,121 12·23	1,313 7·57	380 2·19	161 0·93	17,339
Total	5 0·00	1,383 0·20	11,806 1·71	48,207 6·99	79,847 11·58	88,913 12·89	90,131 13·07	86,953 12·61	86,373 12·52	82,168 11·92	64,352 9·33	34,644 5.02	10,412 1·51	4,468 0·65	689,662
Total for previous year, 1891-92	1 0·00	1,433 0·21	12,088 1·77	48,056 7·06	80,160 11·77	88,604 13·01	86,954 12·77	87,102 12·79	85,436 12·54	81,312 11·94	62,942 9·24	32,830 4·82	14 and over. 14,165 2·08		681,080

(No. 1A.)—General Summary of Statistics of Annual Grant Schools Inspected during the Year ended 30th September 1893.

The results are those of actual inspection only, during the period specified.

Day Schools.

Denominations.	Number of Schools actually Inspected.						Number of Scholars for whom Accommodation is provided in Schools Inspected.	Number of Scholars present at Inspection.			Number of Scholars on Registers of Schools Inspected.	Actual Average Number of Scholars in Attendance in Schools Inspected.		
	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments in those Institutions in which separate Head Teachers are Employed.												
		Boys.	Girls.	Infants.	Mixed.	Total.		Boys.	Girls.	Total.	Total.	Boys.	Girls.	Total.
In *Public* Schools	2,576	8	6	309	2,543	2,866	622,984	271,965	253,526	525,491	566,107	242,954	219,864	462,818
In Schools connected with														
Church of Scotland	51	—	—	3	52	55	9,774	3,700	3,911	7,611	8,071	3,280	3,459	6,739
Free Church	18	—	—	2	17	19	5,978	2,408	2,532	4,940	5,212	2,109	2,412	4,521
Episcopal Church	73	6	4	13	68	91	15,108	6,247	6,486	12,733	13,898	5,667	5,697	11,364
Roman Catholic Church	174	28	22	42	144	236	62,106	25,554	25,089	50,643	53,951	22,120	21,060	43,180
Undenominational and other Schools	112	2	8	12	102	124	21,847	7,810	8,793	16,603	17,599	6,868	7,361	14,229
Total	3,004	44	40	381	2,926	3,391	737,797	317,684	300,337	618,021	664,838	282,998	259,853	542,851

Denominations.	Number of				Number of Departments in which Singing is taught					Number of Departments in which is taught		Number of Schools in which have been established		Amount paid out of Parliamentary Grants for Schools inspected during Year ended 30th September 1893.	Rate of Grant per Scholar in Average Attendance.
	Certificated Teachers.	Assistant Teachers, Art. 79.	Pupil-teachers.	Female Assistants. Art. 32 (*c*) 3.	By Ear.	Staff Notation.	Tonic Sol-fa.	On both Systems.	On any other System.	Military Drill (Boys).	Practical Cookery (Girls).	Savings Banks.	School Libraries.	£ s. d.	£ s. d.
In *Public* Schools	7,353	1,396	3,153	93	464	56	2,141	50	1	369	466	126	224	489,126 10 3	1 1 1½
In Schools connected with															
Church of Scotland	111	15	66	—	18	3	26	3	—	3	5	—	7	7,068 2 0	1 0 11¾
Free Church	63	16	49	—	2	—	16	—	—	2	3	—	2	4,617 0 5	1 0 5
Episcopal Church	144	63	98	4	7	12	64	8	—	3	6	10	9	10,475 15 3	0 18 5¾
Roman Catholic Church	422	325	314	30	54	15	165	2	—	14	27	12	30	42,782 7 4	0 19 9¾
Undenominational and other Schools	232	59	95	2	28	3	90	1	—	13	11	8	21	16,608 4 11	1 3 4
Total	8,325	1,874	3,775	129	573	89	2,502	64	1	404	518	156	293	570,678 0 2	1 1 0¾

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 2.)—School Staff.

Denominations.	Certificated Teachers.								Teachers Provisionally Certificated. Art. 60.		Assistant Teachers, Art. 79.						
	Untrained.		Trained.				Total.				Males.			Females.			Total.
			Less than Two Years.		Two Years and over.												
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	(a.)	(b.)	(c.)	(a.)	(b.)	(c.)	
In *Public* Schools	797	1,235	192	66	2,591	2,427	3,580	3,728	2	43	105	17	2	1,182	80	10	1,396
In Schools connected with *Ch. of Scotland*	11	17	5	3	33	42	49	62	—	—	—	1	—	14	—	—	15
Free Church	1	10	1	—	25	26	27	36	—	—	2	—	—	12	2	—	16
Episcopal Church	7	35	—	2	38	62	45	99	—	—	4	—	—	55	3	1	63
Roman Catholic Church	34	213	2	8	43	118	79	339	—	4	26	—	—	290	6	3	325
Undenominational and other Schools	25	70	2	2	55	77	82	149	—	1	5	1	—	49	3	1	59
Total	875	1,580	202	81	2,785	2,752	3,862*	4,413	2	48	142	19	2	1,602	94	15	1,874

* Including 580 graduates—546 in Public, 7 in Church of Scotland, 8 in Free Church, and 19 in Undenominational and other schools.

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 2A.)—School Staff—*continued.*

Denominations.	Number of Pupil-Teachers									
	Serving at End of								First to Third Year (Apprenticeship continued).	
	Fourth Year.		Third Year.		Second Year.		First Year.			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	181	602	159	691	154	581	147	420	460	1,692
In Schools connected with *Church of Scotland*	1	19	2	17	2	15	2	9	6	41
Free Church	3	15	2	12	3	8	1	4	6	24
Episcopal Church	—	30	3	15	5	29	4	13	12	57
Roman Catholic Church	10	62	13	70	11	59	9	66	33	195
Undenominational and other Schools	5	21	3	12	4	29	7	11	14	52
Total	200	749	182	817	179	721	170	523	531	2,061

Denominations.	Candidates for Engagement as Pupil-Teachers admitted								Stipendiary Monitors.	
	For Full Term.		At End of First Year.		At End of Second Year.		Total.			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	142	578	41	184	4	52	187	814	10	24
In Schools connected with *Ch. of Scot.*	—	11	—	7	—	1	—	19	—	—
Free Church	6	5	1	4	—	3	7	12	—	—
Episcopal Church	1	18	—	6	—	4	1	28	4	4
Roman Catholic Church	17	54	5	9	1	—	23	63	7	11
Undenominational and other Schools	8	15	1	5	—	—	9	20	—	2
Total	174	681	48	215	5	60	227	956	21	41

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 3.)—Average Salaries of Certificated Teachers.

Denominations.	Masters.						
	Principal.			Assistant.			Total.
	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	164 15 0	2,125	1,592	94 2 6	1,457	2	136 0 5
In Schools connected with *Church of Scotland*	156 9 4	30	20	101 14 9	19	—	135 4 11
Free Church	195 5 0	12	6	100 14 8	15	—	142 14 10
Episcopal Church	146 16 3	37	15	65 10 0	8	—	132 7 1
Roman Catholic Church	129 15 3	42	5	71 8 1	37	—	102 8 7
Undenominational and other Schools	189 0 5	47	22	112 0 7	35	—	156 3 2
Total	164 7 4	2,293	1,660	93 19 11	1,571	2	135 15 2

	Mistresses.						
	Principal.			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	72 12 6	741	338	61 8 6	3,029	13	63 12 7
In Schools connected with *Church of Scotland*	78 1 7	25	11	58 9 2	37	—	66 7 5
Free Church	83 0 0	7	2	63 15 10	29	—	67 10 7
Episcopal Church	79 17 0	54	16	49 13 4	45	—	66 2 8
Roman Catholic Church	79 9 11	194	30	55 17 2	149	—	69 4 7
Undenominational and other Schools	80 7 3	77	42	61 15 1	73	—	71 6 2
Total	74 18 7	1,098	439	61 0 4	3,362	13	64 8 10

(No. 3A.)—NUMBER of CERTIFICATED TEACHERS in RECEIPT of SALARIES of certain SPECIFIED AMOUNTS.

MASTERS.

DENOMINATIONS.	Principal.									Assistant.								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.
In *Public* Schools	11	119	294	698	441	247	121	194	2,125	5	327	608	424	75	17	1	—	1,457
In Schools connected with *Church of Scotland*	2	4	5	9	3	2	—	5	30	1	2	7	7	2	—	—	—	19
Free Church	—	1	1	1	3	2	2	2	12	—	1	9	4	—	1	—	—	15
Episcopal Church	1	2	2	15	9	5	3	—	37	1	5	2	—	—	—	—	—	8
Roman Catholic Church	—	2	7	21	9	2	1	—	42	3	23	8	3	—	—	—	—	37
Undenominational and other Schools	1	2	6	13	8	7	2	8	47	—	2	16	12	3	1	1	—	35
Total	15	130	315	757	473	265	129	209*	2,293	10	360	650	450	80	19	2	—	1,571

MISTRESSES.

DENOMINATIONS.	Principal.									Assistant.								
	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
In *Public* Schools	10	24	49	396	173	67	10	12	741	105	162	208	1,982	434	133	2	3	3,029
In Schools connected with *Church of Scotland*	—	1	1	13	3	7	—	—	25	3	4	3	19	8	—	—	—	37
Free Church	—	—	—	2	3	2	—	—	7	1	2	1	20	4	1	—	—	29
Episcopal Church	—	1	1	19	24	8	1	—	54	6	8	4	27	—	—	—	—	45
Roman Catholic Church	2	4	2	87	65	30	4	—	194	5	15	17	103	8	1	—	—	149
Undenominational and other Schools	—	2	2	37	20	14	2	—	77	6	6	6	36	16	2	1	—	73
Total	12	32	55	554	288	128	17	12	1,098	126	197	239	2,187	470	137	3	3	3,362

* Of these, 94 were at 300*l.* and under 350*l.*; 63 were at 350*l.* and under 400*l.*; 31 were at 400*l.* and under 450*l.*; 11 were 450*l.* and under 500*l.*; 7 were at 500*l.* and under 550*l.*; 1 was at 550*l.* and under 600*l.*; 1 was at 600*l.* and under 650*l.*; 1 was at 700*l.* and under 750*l.*

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 4.)—School Fees.

Denominations.	Free Schools.		Schools in which Payments were exacted only from Scholars under 5 and over 14 years of Age.				Fee-paying Schools.						Total No. of Schools.	Total No. of Free Scholars.	Total Number of Scholars paying fees.
							Sanctioned under Article 134 of Code.			Other Schools.					
	No. of Schools.	No. of Scholars.	No. of Schools.	Free Scholars.	Scholars under 5 paying fees.	Scholars over 14 paying fees.	No. of Schools.	Free Scholars.	Scholars paying fees.	No. of Schools.	Free Scholars.	Scholars paying fees.			
In *Public* Schools	2,451	524,511	88	21,179	24	951	37	1,016	18,426	—	—	—	2,576	546,706 *96·57*	19,401 *3·43*
In Schools connected with *Church of Scotland*	45	6,481	3	194	2	7	—	—	—	3	81	1,306	51	6,756 *83·71*	1,315 *16·29*
Free Church	13	3,082	2	678	—	34	—	—	—	3	787	631	18	4,547 *87·24*	665 *12·76*
Episcopal Church	71	13,453	1	349	5	1	—	—	—	1	12	178	73	13,714 *98·68*	184 *1·32*
Roman Catholic Church	165	53,197	6	506	2	15	—	—	—	3	11	220	174	53,714 *99·56*	237 *·44*
Undenominational and other Schools	103	13,968	4	715	—	70	—	—	—	5	226	2,620	112	14,909 *84·72*	2,690 *15·28*
Total	2,848	614,692	104	23,521	33	1,078	37	1,016	18,426	15	1,117	4,955	3,004	640,346 *96·32*	24,492 *3·68*

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5.)—Attendance.

Denominations.	Actual Average Number of Scholars in Attendance in							
	Boys or Mixed Schools under Masters.		Girls or Mixed Schools under Mistresses.		Infant Schools.		Total.	
	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.
In *Public* Schools	54,113	337,171	3,971	14,281	32,982	20,300	91,066	371,752
In Schools connected with *Church of Scotland*	731	4,261	439	1,061	177	70	1,347	5,392
Free Church	592	3,075	108	442	205	99	905	3,616
Episcopal Church	957	4,900	1,035	3,062	891	519	2,883	8,481
Roman Catholic Church	1,092	10,263	4,719	19,303	5,294	2,509	11,105	32,075
Undenominational and other Schools	1,240	7,867	953	2,936	795	438	2,988	11,241
Total	58,725	367,537	11,225	41,085	40,344	23,935	110,294	432,557
Total for previous year, 1891-92	59,696	368,297	10,485	41,319	38,060	20,821	108,241	430,437

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5.)—Attendance—*continued.*

Denominations.	Number of Scholars on the School Registers.			Number of Scholars on the Registers of School Age. (5 to 14).	Additional Attendances claimed under Art. 23 (b).	
	Under Seven.	Over Seven.	Total.		Schools.	Number of Scholars.
In *Public* Schools	112,371	453,736	566,107	544,533	848	14,429
In Schools connected with *Church of Scotland*	1,584	6,487	8,071	7,445	10	55
Free Church	919	4,293	5,212	4,889	4	22
Episcopal Church	3,642	10,256	13,898	13,239	7	60
Roman Catholic Church	14,016	39,935	53,951	51,117	44	1,050
Undenominational and other Schools	3,378	14,221	17,599	16,659	22	1,591
Total	135,910	528,928	664,838	637,882	935	17,207

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5A.)—Average Attendance on which the Grant was Claimed, and the Payments under Article 19A.

Denominations.	Average Attendance on which Grant was claimed.	Deducted under Articles 6 (*d*), 17 (*c*) and 19.	Payments under										
			Article 19A 1.					Article 19A 2.		Article 19A 3.		Article 19A 4.	
			At 10*s.*	At 11*s.*	At 12*s.*	At 13*s.*	At 14*s.*	Singing.		Organisation and Discipline.		Needlework.	
								At 6*d.*	At 1*s.*	At 1*s.*	At 1*s.* 6*d.*	At 1*s.*	
In *Public* Schools	465,186	689	430,066	1,843	2,848	7,530	22,210	34,392 *7·39*	424,565 *91·27*	83,810 *18·02*	379,803 *81·64*	193,986	
In Schools connected with *Church of Scotland*	6,747	—	6,637	5	—	49	56	1,347 *19·96*	5,280 *78·26*	1,274 *18·88*	5,473 *81·12*	3,325	
Free Church	4,525	—	4,234	—	—	—	291	172 *3·80*	4,324 *95·56*	1,402 *30·98*	3,123 *69·02*	2,094	
Episcopal Church	11,374	—	10,937	10	24	109	294	1,030 *9·06*	10,344 *90·94*	2,853 *25·08*	8,461 *74·39*	4,846	
Roman Catholic Church	43,376	10	43,063	10	—	59	234	5,633 *12·99*	37,733 *86·99*	4,019 *9·27*	39,225 *90·43*	19,214	
Undenominational and other Schools	14 590	—	14,180	49	—	66	295	1,532 *10·50*	13,011 *89·18*	2,769 *18·98*	11,821 *81·02*	6,804	
Total	545,798*	699	509,117	1,917	2,872	7,813	23,380	44,106 *8·08*	495,257 *90·74*	96,127 *17·61*	447,906 *82·07*	230,269	

* This number, calculated under Art. 23 for the purposes of the Grant, exceeds by 2,947 the actual average attendance.

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 6.)—Summary and Per-centages of Results of Examination of Scholars collectively examined under Art. 19 B.

Denominations.	Payments under													
	Art. 19 B 1 (*a*). Under Standard III.*					Art. 19 B 1 (*b*). Above Standard III.				Art. 19 B 2. Infants.*				
	At 1*s.*	At 2*s.*	At 3*s.*	At 4*s.*	Total.	At 1*s.* 6*d.*	At 2*s.* 6*d.*	At 3*s.* 6*d.*	Total.	At 2*s.*	At 3*s.*	At 4*s.*	At 5*s.*	Total.
In *Public* Schools	9,372	148,391	93,334	501	251,598	13,216	114,389	31,450	159,055	1,070	22,560	29,474	167	53,271
	3·72	*58·98*	*37·10*	*·20*		*8·31*	*71·92*	*19·77*		*2·01*	*42·35*	*55·33*	*·31*	
In Schools connected with *Ch. of Scotland*	84	2,483	1,225	—	3,792	340	2,059	305	2,704	—	183	64	—	247
	2·22	*65·48*	*32·30*			*12·57*	*76·15*	*11·28*			*74·09*	*25·91*		
Free Church	151	1,283	954	—	2,388	244	1,209	381	1,834	—	304	—	—	304
	6·32	*53·73*	*39·95*			*13·30*	*65·92*	*20·78*						
Episcopal Church	475	4,091	1,613	—	6,179	699	1,952	445	3,096	113	797	500	—	1,410
	7·01	*69·20*	*23·79*			*22·58*	*63·05*	*14·37*		*8·01*	*56·53*	*35·46*		
Roman Catholic Church	663	16,857	7,961	—	25,481	912	7,870	1,301	10,083	199	3,437	4,170	—	7,806
	2·60	*66·16*	*31·24*			*9·05*	*78·05*	*12·90*		*2·55*	*44·03*	*53·42*		
Undenominational and other Schools	280	4,450	2,525	—	7,255	676	3,762	1,662	6,100	—	321	912	—	1,233
	3·86	*61·34*	*34·80*			*11·08*	*61·67*	*27·25*			*26·03*	*73·97*		
Total	11,025	178,155	107,612	501	297,293	16,087	131,241	35,544	182,872	1,382	27,602	35,120	167	64,271
	3·71	*59·92*	*36·20*	*·17*		*8·80*	*71·77*	*19·43*		*2·15*	*42·95*	*54·64*	*·26*	

Denominations.	Total Average Attendance paid on as being				Per-centages		
	Fair.	Good.	Excellent.	Total.	Fair.	Good.	Excellent.
In *Public* Schools	23,912	286,606	153,406	463,924	*5·15*	*61·78*	*33·07*
In Schools connected with *Church of Scotland*	424	4,725	1,594	6,743	*6·29*	*70·07*	*23·64*
Free Church	395	2,796	1,335	4,526	*8·73*	*61·78*	*29·49*
Episcopal Church	1,287	7,521	2,477	11,285	*11·40*	*66·65*	*21·95*
Roman Catholic Church	1,774	28,186	13,410	43,370	*4·09*	*64·99*	*30·92*
Undenominational and other Schools	956	8,533	5,099	14,588	*6·55*	*58·49*	*34·96*
Total	28,748	338,367	177,321	544,436	*5·28*	*62·15*	*32·57*

* Including 2,545 partly taught by Gaelic-speaking pupil-teachers. (Art. 19 B 3.)

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 7.)—Table showing the Operation of Article 19 A. (1), and B. (3), and Article 21 (*a*) in certain specified Counties.

County.	Number of Schools examined.	Average Attendance in these Schools.	Art. 19 A (1).						Art. 19 B (3).	Art. 21 (*a*).
			Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Number of Scholars under Standard III. partly taught by Gaelic-speaking Pupil Teachers.	Number of Passes in Specific Subjects in respect of which a Grant was paid of 10*s.* per Subject.
				1*s.*	2*s.*	3*s.*	4*s.*			
Argyll	154	7,883	147	96	406	1,300	5,893	7,695	1,068	1,124
Caithness	47	3,746	33	26	266	660	1,890	2,842	—	219
Inverness	169	8,755	151	434	1,003	1,465	5,168	8,070	707	471
Orkney and Shetland	119	6,305	85	183	450	1,329	3,096	5,058	—	386
Ross	127	10,281	124	1,037	479	2,359	6,241	10,116	599	507
Sutherland	41	2,514	36	141	268	700	1,092	2,201	171	166
Total	657	39,484	576	1,917	2,872	7,813	23,380	35,982	2,545	2,873

The extra grants under the above Articles amounted to 7,220*l.* 5*s.*

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 7A.) Table showing the Operation of Article 19 A. (1) and B. (3), and Article 21 (*a*) in certain specified Counties, arranged Denominationally.

Denominations.	Number of Schools examined.	Average Attendance in these Schools.	Art. 19 A. (1).						Art. 19 B. (3).	Art. 21 (*a*).
			Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Number of Scholars under Standard III. partly taught by Gaelic-speaking Pupil Teachers.	Number of Passes in Specific Subjects in respect of which a Grant was paid of 10*s.* per Subject.
				1*s.*	2*s.*	3*s.*	4*s.*			
In *Public* Schools	624	37,923	544	1,843	2,848	7,530	22,210	34,431	2,442	2,873
In Schools connected with *Church of Scotland*	5	110	5	5	—	49	56	110	—	—
Free Church	2	291	2	—	—	—	291	291	—	—
Episcopal Church	8	437	8	10	24	109	294	437	81	—
Roman Catholic Church	10	313	9	10	—	59	234	303	22	—
Undenominational and other Schools	8	410	8	49	—	66	295	410	—	—
Total	657	39,484	576	1,917	2,872	7,813	23,380	35,982	2,545	2,873

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 8.)—Table showing the Operation of Article 19 D. and E.

Denominations.	Article 19 D.										Article 19 E.	
	Number of Schools paid under Article 19 D. Grants of		Article 19 D (*a*).							No. of Schools paid Grant of 10*l.* under Article 19 D (*b*).	Number of Pupil-teachers paid for under Article 19 E. Grants of	
	10*l.*	15*l.*	No. of Centres.	Infants above 4, and Scholars under Standard III. at			Scholars above Standard III. at				40*s.*	60*s.*
				14*s.*	16*s.*	18*s.*	15*s.*	17*s.*	19*s.*			
In *Public* Schools	296	480	142	344	476	72	187	238	22	19	811	1,067
In Schools connected with *Church of Scotland*	5	11	1	—	14	—	3	—	—	—	13	17
Free Church	—	—	—	—	—	—	—	—	—	—	7	16
Episcopal Church	1	1	—	—	—	—	—	—	—	—	47	20
Roman Catholic Church	2	—	—	—	—	—	—	—	—	—	124	34
Undenominational and other Schools	7	17	—	—	—	—	—	—	—	—	23	29
Total	311	509	143	344	490	72	190	238	22	19	1,025	1,183

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 9.)—Class Subjects, Art. 19 C.

Denominations.	Number of Departments presenting Scholars in				Number of Departments and Average Attendance.						English.						Geography.					
					Paid.		Not Paid at all.		Not Taught.		At 1*s*.		At 2*s*.		Refused.		At 1*s*.		At 2*s*.		Refused.	
	One Subject only.	Two Subjects only.	Three Subjects.	No Subject.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.
In *Public* Schools	34	539	1,973	11	2,517	370,861	29	1,047	11	364	552	39,216	1,926	329,703	57	2,229	378	24,334	2,069	341,277	58	1,999
In Schools connected with *Church of Scotland*	—	15	35	2	50	5,373	—	—	2	26	12	412	37	4,952	1	9	7	218	43	5,155	—	—
Free Church	—	2	15	—	17	3,576	—	—	—	—	5	760	12	2,816	—	—	4	639	13	2,937	—	—
Episcopal Church		27	49	—	77	8,449	1	39	—	—	21	1,881	55	6,380	1	39	16	1,687	56	6,542	2	83
Roman Catholic Church	4	31	159	—	192	32,222	2	27	—	—	41	4,005	151	28,217	1	8	30	3,187	155	28,143	1	19
Undenominational and other Schools	6	31	74	1	111	11,506	—	—	1	44	27	1,990	83	9,385	—	—	24	1,464	76	8,868	1	48
Total	46	645	2,305	14	2,964	431,987	32	1,113	14	434	658	48,264	2,264	381,453	60	2,285	459	31,529	2,412	392,922	62	2,149

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 9.)—Class Subjects, Art. 19 C.—*continued.*

Denominations.	Number of Departments presenting Scholars in				History.						Needlework.*						Elementary Science.					
					At 1*s.*		At 2*s.*		Refused.		At 1*s.*		At 2*s.*		Refused.		At 1*s.*		At 2*s.*		Refused.	
	One Subject only.	Two Subjects only.	Three Subjects.	No Subject.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.
In *Public* Schools	34	539	1,973	11	332	22,357	1,439	262,083	52	1,874	24	1,383	193	23,442	1	14	5	252	85	20,965	—	—
In Schools connected with *Church of Scotland*	—	15	35	2	8	329	25	3,671	—	—	—	—	2	136	—	—	—	—	1	481	—	—
Free Church	—	2	15	—	2	61	9	2,518	—	—	—	—	4	319	—	—	1	375	1	100	—	—
Episcopal Church	2	27	49	—	13	1,320	32	4,075	1	39	—	—	10	880	—	—	—	—	1	188	—	—
Roman Catholic Church	4	31	159	—	21	1,750	133	26,617	3	82	2	51	12	1,829	—	—	—	—	—	—	—	—
Undenominational and other Schools	6	31	74	1	15	1,205	57	7,646	—	—	1	56	7	701	—	—	1	30	1	234	—	—
Total	46	645	2,305	14	391	27,022	1,695	306,610	56	1,995	27	1,490	228	27,307	1	14	7	657	89	21,977	—	—

* While the girls took Needlework, the boys in 1 case took English, in 5 cases Geography, in 117 cases History, in 35 cases Elementary Science, and in 79 cases Drawing, the grants in aid of which are made by the Department of Science and Art.

STATISTICS of INSPECTION of ANNUAL GRANT SCHOOLS—*continued.*

DAY SCHOOLS.

(No. 10.)—EXAMINATION and RESULTS of EXAMINATION under ARTICLE 21 (SPECIFIC SUBJECTS).

DENOMINATIONS.	Number of Departments in which Scholars were presented.		Number of Scholars examined				Number of Presentations			
	Boys or Mixed.	Girls or Mixed.	In One Subject.	In Two Subjects.	In Three Subjects.	Total.	In First Stage.	In Second Stage.	In Third Stage.	Total.
In *Public* Schools	1,420	143	24,082	11,770	4,144	39,996	36,307	15,604	8,143	60,054
In Schools connected with *Church of Scotland*	10	13	557	389	153	1,099	959	530	305	1,794
Free Church	10	3	405	213	153	771	776	310	204	1,290
Episcopal Church	12	12	274	63	19	356	222	122	113	457
Roman Catholic Church	9	26	137	112	43	292	323	83	84	490
Undenominational and other Schools	32	18	882	622	262	1,766	1,476	1,023	413	2,912
Total	1,493	215	26,337	13,169	4,774	44,280	40,063	17,672	9,262	66,997

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	Number of Scholars passed				Number of Scholars passed			Passes.			
								Total.	Number deducted		Total for Payment.
	In First Stage.	In Second Stage.	In Third Stage.	Total.	In One Subject.	In Two Subjects.	In Three Subjects.		Under Article 21 (*c*).	Under other Articles.	
In *Public* Schools	29,671	13,439	7,036	50,146	22,271	9,418	3,013	50,146	756	540	48,850*
In Schools connected with *Church of Scotland*	769	441	262	1,472	574	320	86	1,472	8	24	1,440
Free Church	607	245	164	1,016	369	193	87	1,016	22	3	991
Episcopal Church	158	100	83	341	211	47	12	341	14	1	326
Roman Catholic Church	247	76	79	402	141	72	39	402	10	2	390
Undenominational and other Schools	1,234	910	377	2,521	890	508	205	2,521	15	6	2,500
Total	32,686	15,211	8,001	55,898	24,456	10,558	3,442	55,898	825	576	54,497

* Including 2,873 paid at 10*s.* under Article 21 (*a*).

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	1. Mathematics.								2. Latin.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - - -	7,335	2,087	510	9,932	5,948	1,778	446	8,172	5,581	2,346	1,025	8,952	4,348	1,976	830	7,154
In Schools connected with *Church of Scotland.*	139	36	9	184	125	29	8	162	120	84	17	221	97	65	13	175
Free Church - - - -	131	40	11	182	101	30	6	137	104	25	16	145	79	15	11	105
Episcopal Church - - -	38	11	3	52	28	11	2	41	28	11	2	41	19	9	—	28
Roman Catholic Church - -	23	—	—	23	8	—	—	8	38	12	2	52	32	12	2	46
Undenominational and other Schools	336	100	16	452	275	76	16	367	155	100	71	326	120	92	60	272
Total - - - -	8,002	2,274	549	10,825	6,485	1,924	478	8,887	6,026	2,578	1,133	9,737	4,695	2,169	916	7,780

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	3. Greek.								4. French.							
	Number of Scholars								Numbers of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - - -	193	91	56	340	178	81	49	308	8,894	3,419	1,392	13,705	7,271	2,905	1,215	11,391
In Schools connected with *Church of Scotland.*	8	8	—	16	6	6	—	12	220	111	47	378	193	89	39	321
Free Church - - - -	—	—	—	—	—	—	—	—	206	90	50	346	157	75	39	271
Episcopal Church - - -	—	—	—	—	—	—	—	—	40	25	16	81	34	20	15	69
Roman Catholic Church - -	—	—	—	—	—	—	—	—	130	28	11	169	97	25	9	131
Undenominational and other Schools	10	8	5	23	10	8	5	23	382	192	58	632	300	161	49	510
Total - - -	211	107	61	379	194	95	54	343	9,872	3,865	1,574	15,311	8,052	3,275	1,366	12,693

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	5. German.								6. Principles of Agriculture.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	905	312	120	1,337	816	285	110	1,211	2,736	1,196	1,347	5,279	2,332	1,039	1,140	4,511
In Schools connected with *Church of Scotland*	40	14	2	56	24	9	2	35	39	23	1	63	34	23	1	58
Free Church	27	4	5	36	14	4	3	21	—	—	—	—	—	—	—	—
Episcopal Church	23	—	—	23	10	—	—	10	—	8	—	8	—	7	—	7
Roman Catholic Church	—	—	—	—	—	—	—	—	9	—	35	44	7	—	34	41
Undenominational and other Schools	34	17	4	55	31	17	4	52	41	105	2	148	36	94	2	132
Total	1,029	347	131	1,507	895	315	119	1,329	2,825	1,332	1,385	5,542	2,409	1,163	1,177	4,749

DAY SCHOOLS.

(No. 10A.)—EXAMINATION and RESULTS of EXAMINATION under ARTICLE 21 (SPECIFIC SUBJECTS)—*continued.*

DENOMINATIONS.	7. Domestic Economy (Girls).								8. Shorthand.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - - -	7,966	5,354	3,523	16,843	6,621	4,692	3,089	14,402	1,153	247	27	1,427	1,008	222	26	1,256
In Schools connected with *Church of Scotland.*	167	217	142	526	133	198	127	458	2	1	—	3	—	1	—	1
Free Church - - - - -	236	115	107	458	191	93	94	378	29	2	—	31	27	2	—	29
Episcopal Church - - -	74	63	92	229	49	49	66	164	15	2	—	17	14	2	—	16
Roman Catholic Church - -	80	31	33	144	68	29	31	128	—	—	—	—	—	—	—	—
Undenominational and other Schools	300	308	174	782	272	272	163	707	49	11	1	61	48	11	1	60
Total - -	8,823	6,088	4,071	18,982	7,334	5,333	3,570	16,237	1,248	263	28	1,539	1,097	238	27	1,362

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	9. Book-keeping.								10. Navigation.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - - -	570	205	9	784	436	166	9	611	412	126	1	539	246	101	1	348
In Schools connected with *Church of Scotland* -	49	9	—	58	20	—	—	20	119	—	—	119	94	—	—	94
Free Church - - - -	43	34	15	92	38	26	11	75	—	—	—	—	—	—	—	—
Episcopal Church - - -	4	2	—	6	4	2	—	6	—	—	—	—	—	—	—	—
Roman Catholic Church - -	5	2	—	7	—	—	—	—	—	—	—	—	—	—	—	—
denominational and other Schools	2	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—
Total -	673	252	24	949	498	194	20	712	531	126	1	658	340	101	1	442

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	11. Animal Physiology.								12. Gaelic.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	111	—	11	122	100	—	11	111	111	66	39	216	93	52	28	173
In Schools connected with *Church of Scotland.*	—	—	—	—	—	—	—	—	—	1	1	2	—	1	1	2
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	—	—	—	—	—	—	—	—	12	—	—	12	9	—	—	9
Undenominational and other Schools	121	169	82	372	104	167	77	348	—	—	—	—	—	—	—	—
Total	232	169	93	494	204	167	88	459	123	67	40	230	102	53	29	184

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	13. Other Subjects.†								Under Article 21.*				
	Number of Scholars								Cookery.			Laundry Work.	
	Examined in				Passed in				Number of Departments.	Number of Girls paid at 4*s.*	Number of Girls paid at 2*s.*	Number of Departments.	Number of Girls paid at 2*s.*
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.					
In *Public* Schools	340	155	83	578	277	132	82	491	456	23,276	1,282	4	69
In Schools connected with *Church of Scotland.*	56	26	86	168	43	20	71	134	4	308	5	—	—
Free Church	—	—	—	—	—	—	—	—	3	65	11	—	—
Episcopal Church	—	—	—	—	—	—	—	—	6	158	24	—	—
Roman Catholic Church	26	10	3	39	26	10	3	39	27	1,084	42	—	—
Undenominational and other Schools	46	13	—	59	38	12	—	50	10	414	83	—	—
Total	468	204	172	844	384	174	156	714	506	25,305	1,447	4	69

† Chemistry, Magnetism and Electricity, Mechanics, Botany, Woollen Manufacture, Geology, Heat, Light, and Sound, and Commercial Education.

STATISTICS of INSPECTION of ANNUAL GRANT SCHOOLS—*continued.*

DAY SCHOOLS.

(No. 11.)—EXAMINATION and RESULTS of EXAMINATION of Blind or Deaf-mute Children under Article 20.

Number of Schools.		Number of Scholars present at Inspection.			Number of Scholars presented to Her Majesty's Inspectors under Article 20 (*a*) and (*b*).	Number of Scholars paid at the rate of 3*l.* 3*s.* 0*d.*, under Article 20 (*a*) (Elementary or Class Subjects).	Number of Scholars paid at the rate of 2*l.* 2*s.* 0*d.*, under Article 20 (*b*) (Manual Instruction).	Number of Scholars who failed on Examination.	
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Boys.	Girls.	Total.				Article 20 (*a*).	Article 20 (*b*).
9	25	244	234	478	437	437	401	—	—

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 12.)—General Summary of Statistics of Inspection of Night Schools.

Denominations.	Number of Schools actually inspected.				Number of Scholars present at Inspection.			Average Number of Scholars in Attendance.			Number of Scholars who have made 24 Attendances.
	Number of Institutions not connected with Day Schools.	Number of Departments in which separate Head Teachers are employed.									
		Connected with Day Schools.	Not connected with Day Schools.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
In *Public* Schools	4	243	5	248	12,559	4,182	16,741	13,332	4,126	17,458	20,329
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	3	—	3	118	5	123	121	8	129	144
Roman Catholic Church	—	19	—	19	1,081	714	1,795	1,024	710	1,734	2,100
Undenominational and other Schools	—	5	—	5	205	46	251	204	50	254	277
Total	4	270	5	275	13,963	4,947	18,910	14,681	4,894	19,575	22,850

Denominations.	Amount paid out of Parliamentary Grant during Year ended 30th September 1893.	Rate of Grant per Scholar in Average Attendance.	Number of Scholars on School Registers				Number of Scholars for whom Accommodation is provided in Buildings not connected with Day Schools.
			Under 12.	Between 12 and 21.	Over 21.	Total.	
	£ s. d.	s. d.					
In *Public* Schools	9,644 4 0	11 0½	15	23,345	869	24,229	803
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—
Episcopal Church	69 4 0	10 8¾	—	145	—	145	—
Roman Catholic Church	1,077 14 0	12 5	—	3,382	33	2,415	—
Undenominational and other Schools	132 18 0	10 5½	2	1 270	25	303	—
Total	10,924 0 0	11 2	17	26,148	927	27,092	803

NIGHT SCHOOLS.

(No. 12A.)—EXAMINATION and RESULTS of EXAMINATION.

DENOMINATIONS.	STANDARD III.				STANDARD IV.				STANDARD V.				STANDARD VI.			
	No. of Scholars presented for Examination.	Number of those Scholars who passed in			No. of Scholars presented for Examination.	Number of those Scholars who passed in			No. of Scholars presented for Examination.	Number of those Scholars who passed in			No. of Scholars presented for Examination.	Number of those Scholars who passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
In *Public* Schools	295	266	224	203	831	790	682	606	3,872	3,774	3,388	3,052	6,376	6,231	5,778	4,358
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	17	17	17	16	14	14	13	14	40	39	26	25	52	52	42	37
Roman Catholic Church	620	602	523	506	402	391	349	337	513	506	468	404	152	151	137	103
Undenominational and other Schools	1	1	—	—	8	8	7	8	29	29	25	27	85	85	70	44
Total	933	886	764	725	1,255	1,203	1,051	965	4,454	4,348	3,907	3,508	6,665	6,519	6,027	4,542

DENOMINATIONS.	TOTAL (STANDARDS III. to VI. inclusive).							Total Passes on Individual Examination, under Article 22 (*b*).
	No. of Scholars presented for Examination.	Number of those Scholars						
		Who passed in			Who failed to pass in			
		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
In *Public* Schools	11,374	11,061	10,072	8,219	313	1,302	3,155	29,352
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—
Episcopal Church	123	122	98	92	1	25	31	312
Roman Catholic Church	1,687	1,650	1,477	1,350	37	210	337	4,477
Undenominational and other Schools	123	123	102	79	—	21	44	304
Total	13,307	12,956	11,749	9,740	351	1,558	3,567	34,445

STATISTICS of INSPECTION of

NIGHT

(No. 12B.)—Examination and Results of Examination

DENOMINATIONS.	Presented for Examination.			Class Subjects.					Specific Subjects.			
									Mathematics.			
	Male.	Female.	Total.	English.	Geography.	History	Needlework.	Elementary Science.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	9,074	3,688	12,762	2,316	3,729	3,415	2,265	99	1,236	188	9	1,433
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	28	5	33	24	21	—	—	—	3	—	—	3
Roman Catholic Church	329	521	850	159	264	400	369	—	51	—	—	51
Undenominational and other Schools	174	46	220	89	20	20	46	—	62	—	—	62
Total	9,605	4,260	13,865	2,588	4,034	3,835	2,680	99	1,352	188	9	1,549

DENOMINATIONS.	Specific Subjects.											
	Shorthand.				Magnetism and Electricity.				Advanced Arithmetic.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	888	185	25	1,098	274	174	81	529	374	—	—	374
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	1	—	—	1	—	—	—	—	—	—	—	—
Roman Catholic Church	—	—	—	—	—	—	—	—	—	—	—	—
Undenominational and other Schools	13	2	—	15	—	—	—	—	—	—	—	—
Total	902	187	25	1,114	274	174	81	529	374	—	—	374

ANNUAL GRANT SCHOOLS—*continued.*

SCHOOLS.

under Article 22 (*b*) (iii.). (Class and Specific Subjects.)

Specific Subjects.

Latin.				Greek.				French.				German.				Agriculture.				Domestic Economy (Girls).				Book-keeping.			
1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
76	16	8	100	12	3	—	15	265	78	25	368	51	16	9	76	38	13	37	88	265	21	199	485	1399	198	—	1,597
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	39	—	—	39	—	—	—	—
2	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
78	16	8	102	12	3	—	15	265	78	25	368	51	16	9	76	38	13	37	88	304	21	199	524	1399	198	—	1,597

Specific Subjects.

Mechanics.				Dressmaking.				Other Subjects.*				Cookery.	No. of Scholars examined in			No. of Scholars passed in			No. of Passes.			
1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.		One Subject.	Two Subjects.	Three Subjects.	One Subject.	Two Subjects.	Three Subjects.	Total.	Deducted. Art.	Deducted. No.	For Payment at 2s.
177	12	—	189	130	—	—	130	359	16	2	377	1184	5,671	7,077	14	5,990	5,175	14	16,382	22	52	16,330
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	17	16	—	13		—	21	—	—	21
—	—	—	—	—	—	—	—	—	—	—	—	93	353	469	28	397	356	25	1,284	—	—	1,184
32	—	—	32	—	—	—	—	87	—	—	87	—	67	153	—	95	109	—	313	—	—	313
209	12	—	221	130	—	—	130	446	16	2	464	1277	6,108	7,715	42	6,495	5,644	39	17,900	22	52	17,848

* Commercial Geography, Chemistry, Principles of Commerce, Commercial Arithmetic, Navigation English Literature, Laundry, Higher English, Composition, Physical Geography, and Spanish.

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 13.)—Aggregate Annual Income and Expenditure of Schools.

Denominations.	Income.								
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Fee Grant.	Books, &c. sold to Scholars.	Government Grant, 1891-92.	Other Sources (including Grants from Science and Art Dept.)	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	12,373 14 7	290,294 17 4	718 11 4	26,330 11 8	271,570 3 8	16,157 5 3	474,182 4 10	20,698 8 8	1,112,325 17 4
In Schools connected with *Ch. of Scot.*	325 12 7	—	1,486 4 1	1,585 5 4	3,269 16 0	482 10 9	7,184 2 5	1,150 13 6	15,484 4 8
Free Church	25 0 0	—	630 19 3	1,125 5 10	1,895 10 0	483 3 11	4,866 4 10	909 2 6	9,935 6 4
Episcopal Church	632 19 4	—	3,478 7 1	166 1 10	6,541 12 0	503 8 0	10,027 16 9	299 13 6	21,649 18 6
Roman Catholic Church	476 5 0	—	20,113 0 4	159 11 11	24,942 15 4	2,980 10 6	40,140 0 9	546 8 1	89,358 11 11
Undenominational and other Schools	5,085 16 6	—	4,613 10 6	4,190 15 7	7,226 9 0	364 11 0	15,223 19 10	568 0 4	37,273 2 9
Total	18,919 8 0	290,294 17 4	31,040 12 7	33,557 12 2	315,446 6 0	20,971 9 5	551,624 9 5	24,172 6 7	1,286,027 1 6

Denominations.	Expenditure.				Rate of Income per Scholar in Average Attendance.	Rate of Expenditure per Scholar in Average Attendance.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	882,798 10 4	47,224 0 2	178,078 16 1	1,108,101 6 7	2 7 1½	2 6 11½
In Schools connected with *Church of Scotland*	12,576 19 7	738 14 6	1,826 14 0	15,142 8 1	2 5 10½	2 4 10½
Free Church	7,593 14 3	703 11 4	1,228 10 4	9,525 15 11	2 3 11½	2 2 1¼
Episcopal Church	16,663 11 6	1,103 12 0	4,133 8 4	21,900 11 10	1 17 11½	1 18 4¼
Roman Catholic Church	52,319 12 0	5,766 6 0	31,020 1 8	89,105 19 8	2 0 10½	2 0 6½
Undenominational and other Schools	28,527 13 1	1,093 19 11	6,891 5 11	36,512 18 11	2 11 11	2 10 11½
Total	1,000,480 0 9	56,630 3 11	223,178 16 4	1,280,289 1 0	2 6 6	2 6 3½

(No. 14.)—ANNUAL GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	Day Schools. Amount claimed on: Average Attendance. Article 19 A.	Children under Standard III. Article 19 B 1 (*a*).	Examination: Children above Standard III. Article 19 B 1 (*b*).	Examination: In Classes. Article 19 C.	Examination: In Specific Subjects. Article 21.	Special Grants to Small Schools. Article 19 D.	Pupil-teachers. Article 19 E.	Blind and Deaf-mute Children. Art. 20.	Exceptions under Art. 10.	Total.	Evening Schools. Amount claimed on: Average Attendance. Art. 22 (*a*.)	Examination. Art. 22 (*b*.)	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	303,177 11 0	38,955 10 5	20,905 1 1	102,353 12 8	15,417 1 4	11,822 3 2	5,018 5 0	319 7 6	17,400 9 7	515,369 1 9	5,085 14 0	4,559 10 0	9,645 4 0
Schools connected with—													
Ch. of Scot.	4,327 8 6	476 7 0	336 1 7	1,483 18 6	350 2 0	224 14 0	79 3 4	—	—	7,277 14 11	—	—	—
Free Church	2,950 4 6	324 11 0	236 2 0	960 15 0	206 16 0	—	63 16 8	—	—	4,742 5 2	—	—	—
Episcopal Ch.	7,345 13 9	972 2 2	381 3 10	2,053 3 8	99 4 0	25 0 0	151 3 4	3 3 0	33 17 9	11,064 11 6	35 18 0	33 6 0	69 4 0
Rom. Cath. Ch.	27,877 18 0	4,286 10 1	1,273 17 8	8,934 10 6	298 8 0	20 0 0	353 16 8	227 6 6	—	43,272 7 5	511 12 0	566 2 0	1,077 14 0
Undenominational Schools	9,370 1 10	1,059 2 0	811 12 1	3,913 10 9	588 12 0	365 16 8	142 10 0	1,533 14 0	375 16 0	17,160 15 4	71 4 0	61 14 0	132 18 0
Total	355,048 17 7	46,074 2 8	23,943 18 3	118,699 11 1	16,960 3 4	12,457 13 10	5,868 15 0	2,083 11 0	17,810 3 4	598,886 16 1	5,704 8 0	5,220 12 0	10,925 0 0

DEDUCTIONS from CLAIMS, and AMOUNTS granted.

DENOMINATIONS.	Day Schools. Deductions: Under Article 32 (*a*).	Under Articles 32 (*b*) and 17 (*c*).	Under Article 32 (*c*).	Under Article 32 (*d*).	Total.	Total Amount of Grants.	Evening Schools. Deductions. (Art. 32*b*.)	Total Amount of Grants.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	7,951 15 10	664 15 0	102 0 0	123 11 1	8,842 1 11	506,526 19 10	1 0 0	9,644 4 0
Schools connected with *Church of Scotland*	137 7 6	68 15 5	3 10 0	—	209 13 11	7,068 2 0	—	—
Schools connected with *Free Church*	125 4 9	—	—	—	125 4 9	4,617 0 5	—	—
Schools connected with *Episcopal Church*	545 13 6	9 5 0	—	—	554 18 6	10,509 13 0	—	69 4 0
Schools connected with *Roman Catholic Church*	422 5 2	25 17 6	18 0 0	23 17 5	490 0 1	42,782 7 4	—	1,077 14 0
Undenominational Schools	174 14 5	—	2 0 0	—	176 14 5	16,984 0 11	—	132 18 0
Total	9,357 1 2	768 12 11	125 10 0	147 8 6	10,398 12 7	588,488 3 6	1 0 0	10,924 0 0

(No 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants for Years 1884 to 1893.

Public Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	Grants from Science and Art Dept.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1884	9,248	211,989	565	232,909	—	308,115	—	5,004	767,830	2 2 9½	1 5 5	2,536	363,880
1885	9,660	206,141	352	236,758	—	321,286	—	6,081	780,278	2 2 5	1 4 11¼	2,511	372,790
1886	9,468	227,530	450	251,479	—	340,041	—	6,585	835,553	2 2 10½	1 5 3¾	2,528	392,561
1887	10,900	233,442	597	262,208	—	361,861	—	6,353	875,361	2 3 2	1 5 1¼	2,570	410,560
1888	10,175	247,060	641	272,640	—	379,032	—	6,680	916,228	2 4 3¾	1 5 9¾	2,580	418,239
1889	11,037	254,665	498	276,815	—	398,608	—	7,288	948,911	2 4 7¾	1 5 9¾	2,616	429,169
1890	9,995	244,516	352	200,712	98,177	405,899	—	9,010	968,661	2 4 7¾	1 5 9	2,590	439,819
1891	11,317	270,687	564	67,801	244,868	422,544	16,967	3,070	1,038,418	2 4 10¾	0 15 10	2,053	458,522
1892	11,937	262,205	290	51,009	268,748	467,136	16,412	3,201	1,080,988	2 6 4	0 14 6	2,595	473,447
1893	12,374	290,295	719	42,488	271,570	474,182	16,195	4,503	1,112,326	2 7 1¾	0 14 5¾	2,079	483,294
Total	106,111	2,448,530	5,028	1,894,819	883,363	3,878,704	49,574	58,375	9,324,504	—	—	—	—

Schools connected with Church of Scotland.

1884	728	—	3,728	11,196	—	13,071	—	366	29,089	2 0 9¾	1 2 5¾	112	14,390
1885	1,136	—	3,688	10,168	—	12,003	—	317	27,312	2 1 7¾	1 3 1⅝	100	13,173
1886	486	—	3,362	10,367	—	11,917	—	368	26,500	2 1 6¾	1 2 9½	94	12,486
1887	487	—	3,445	9,307	—	10,888	—	327	24,454	2 2 11¾	1 3 10½	86	11,431
1888	585	—	3,115	9,094	—	10,254	—	130	22,978	2 2 3¾	1 3 5	80	10,870
1889	442	—	2,967	8,583	—	9,199	—	81	21,272	2 2 3¾	1 3 4¾	72	9,638
1890	620	—	2,344	5,904	1,935	8,806	—	517	20,126	2 5 8¾	1 5 6½	69	8,789
1891	114	—	1,904	2,272	3,000	6,298	542	71	14,201	2 4 5	0 15 4½	55	6,410
1892	430	—	1,664	3,090	3,006	7,260	641	54	16,145	2 5 8	0 16 7½	50	7,048
1893	325	—	1,486	2,068	3,270	7,184	643	508	15,484	2 5 10½	0 12 11½	46	6,572
Total	5,153	—	27,703	72,049	11,211	96,880	1,826	2,739	217,561	—	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Free Church Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	Grants from Science and Art Dept.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools Inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1884	319	—	903	5,504	—	5,474	—	259	12,459	2 2 6	1 3 10	27	5,863
1885	373	—	853	5,346	—	5,452	—	356	12,380	2 3 2¾	1 4 7½	27	5,807
1886	596	—	633	5,443	—	5,004	—	285	11,961	2 2 5½	1 4 10½	26	5,692
1887	466	—	499	5,423	—	5,172	—	353	11,913	2 4 7½	1 5 2¾	25	5,342
1888	439	—	477	5,338	—	5,221	—	245	11,720	2 5 3¾	1 5 2¾	25	5,183
1889	317	—	418	5,163	—	4,874	—	207	10,979	2 5 5	1 5 3½	22	4,786
1890	156	—	454	3,625	1,031	4,572	—	307	10,145	2 4 1½	1 4 3½	19	4,054
1891	242	—	617	2,414	2,259	4,422	328	16	10,298	2 3 7½	0 15 4	18	4,720
1892	184	—	486	1,878	2,258	5,213	445	21	10,485	2 5 7¾	0 13 1½	19	4,012
1893	25	—	631	1,609	1,895	4,866	415	494	9,935	2 3 11½	0 12 2½	17	4,355
Total	3,117	—	5,971	41,743	7,443	50,270	1,188	2,543	112,275	—	—	—	—

Episcopal Schools.

1884	245	—	3,649	5,581	—	8,184	—	144	17,803	1 14 6½	0 18 6½	77	10,345
1885	292	—	3,242	5,562	—	7,892	—	262	17,250	1 14 5½	0 18 5½	74	10,242
1886	206	—	3,521	5,840	—	8,398	—	217	18,182	1 14 5½	0 18 6½	75	10,581
1887	380	—	3,174	5,611	—	8,601	—	196	17,902	1 14 7½	0 18 0	72	10,312
1888	333	—	3,237	5,900	—	8,354	—	156	17,980	1 15 0	0 18 8½	72	10,400
1889	300	—	3,276	6,131	—	8,652	—	155	18,514	1 15 0½	0 18 8	72	10,680
1890	397	—	3,242	4,546	2,114	8,893	—	205	19,397	1 15 8½	0 19 1½	74	11,068
1891	460	—	2,629	943	5,573	8,476	73	119	18,273	1 14 6½	0 7 4½	71	10,528
1892	409	—	2,827	819	6,199	9,663	74	221	20,213	1 16 4½	0 7 9½	70	10,927
1893	633	—	3,478	669	6,542	10,028	94	206	21,650	1 17 11½	0 8 9	74	11,400
Total	3,655	—	32,275	41,602	20,428	87,141	241	1,881	187,223	—	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Roman Catholic Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	Grants from Science and Art. Dept.	From other Sources.	Total	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1884	466	—	12,026	13,512	—	26,006	—	273	52,283	1 11 2¾	0 15 7¾	150	33,818
1885	587	—	12,694	13,699	—	26,394	—	404	53,778	1 11 11	0 16 0¾	148	34,378
1886	379	—	14,249	14,312	—	28,269	—	280	57,489	1 12 2¾	0 16 5	150	35,501
1887	298	—	14,306	15,290	—	30,259	—	153	60,306	1 13 3½	0 16 5¾	152	36,738
1888	342	—	15,077	16,305	—	30,448	—	140	62,312	1 13 6½	0 16 11	156	37,376
1889	511	—	15,465	17,262	—	32,238	—	102	65,638	1 14 5½	0 17 6¼	160	38,462
1890	447	—	15,324	13,170	7,165	32,989	—	322	69,417	1 15 11⅓	0 18 10⅔	163	39,029
1891	683	—	15,549	3,312	21,497	34,453	178	160	75,832	1 17 5	0 9 8	166	40,146
1892	405	—	17 484	3,356	23,020	36,943	309	273	83,450	1 19 9¾	0 10 4¾	173	42,171
1893	476	—	20,113	3,140	24,943	40,140	200	287	89,359	2 0 10¾	0 10 10	177	43,659
Total	4,654	—	152.287	113.358	77,225	318,139	747	2,454	668,864	—	—	—	—

Undenominational and other Schools.

1884	8,759	—	7,646	20,410	—	25,035	—	463	62,913	2 2 7⅞	1 5 3	230	29,825
1885	8,667	—	9,195	18,588	—	25,007	—	495	61,952	2 3 8	1 5 11	222	28,774
1886	8,802	—	7,705	20,788	—	25,588	—	760	63,703	2 4 2¾	1 6 4¼	220	28,768
1887	9,038	—	7,497	18,173	—	25,073	—	443	60,224	2 4 3¾	1 5 7	208	27,376
1888	7,914	—	6,347	18,189	—	24,425	—	403	56,278	2 5 2	1 6 5¾	195	25,228
1889	7,201	—	5,648	17,851	—	21,513	—	385	52,598	2 6 4¾	1 7 5⅜	176	22,756
1890	6,505	—	5,668	12,347	4,606	20,018	—	954	50,098	2 8 6¾	1 9 2¾	163	20,787
1891	5,097	—	6,300	5,876	8,274	17,163	374	867	44,011	2 9 0¾	1 0 8¾	143	18,039
1892	3,609	—	6,351	5,707	7,766	17,019	384	89	41,015	2 11 4¾	1 0 8¾	127	16,480
1893	5,086	—	4,614	4,555	7,226	15,224	377	191	37,273	2 11 11	1 0 3¾	112	14,006
Total	70,768	—	67,091	142,484	27,872	215,665	1,135	5,050	530,065	—	—	—	—

Summary under Years.

1884	19,765	211,989	28,517	289,112	—	386,485	—	6,509	942,377	2 1 7⅞	1 4 4⅛	3,132	458,121
1885	20,715	206,141	30,024	290,121	—	398,034	—	7,915	952,950	2 1 5⅞	1 4 1⅛	3,082	465,164
1886	19,037	227,530	29,980	308,229	—	419,217	—	8,495	1,013,388	2 1 11⅛	1 4 5⅛	3,093	485,649
1887	21,569	233,442	29,518	316,012	—	441,854	—	7,825	1,050,220	2 2 4	1 4 3⅛	3,113	501,759
1888	19,588	247,060	28,894	327,466	—	456,734	—	7,754	1,087,496	2 3 3⅛	1 4 11⅛	3,108	507,296
1889	19,808	254,665	28,272	331,805	—	475,084	—	8,278	1,117,912	2 3 8⅛	1 5 0⅛	3,118	515,491
1890	18,120	244,516	27,384	240,304	115,028	481,177	—	11,315	1,137,844	2 3 11⅛	1 5 2⅛	3,078	524,326
1891	17,913	270,687	27,623	82,618	285,471	493,366	18,462	4,903	1,201,033	2 4 3	0 15 4⅛	3,106	538,365
1892	17,124	262,205	29,102	65,859	311,597	543,234	18,265	3,859	1,251,245	2 5 9⅛	0 14 3⅛	3,034	553,685
1893	18,919	290,295	31,041	54,529	315,446	551,024	17,984	6,189	1,286,027	2 0 6	0 14 2	3,105	563,286
Total	193,458	2,448,530	290,355	2,306,055	1,027,542	4,646,799	54,711	73,042	11,040,422	—	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Denominations.

—	For Years.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	Grants from Science and Art Department.	From other Sources.	Total.
		£	£	£	£	£	£	£	£	£
Public Schools	1884–1893	106,111	2,448,530	5,028	1,894,819	883,363	3,878,704	49,574	58,375	9,324,504
Schools connected with *Church of Scotland*	"	5,153	—	27,703	72,049	11,211	96,880	1,826	2,739	217,561
Free Church Schools	"	3,117	—	5,971	41,743	7,443	50,270	1,188	2,543	112,275
Episcopal Schools	"	3,655	—	32,275	41,602	20,428	87,141	241	1,881	187,223
Roman Catholic Schools	"	4,654	—	152,287	113,358	77,225	318,139	747	2,454	668,864
Undenominational and other Schools	"	70,768	—	67,091	142,484	27,872	215,665	1,135	5,050	530,065
Total	1884–1893	193,458	2,448,530	290,355	2,306,055	1,027,542	4,646,799	54,711	73,042	11,040,49

(No. 15.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants for Years 1884–1893.

Public Schools.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in Average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1884 -	637,864	16,661	111,378	765,903	2 2 8	2,536	363,880
1885 -	647,845	16,970	110,735	775,550	2 2 2½	2,511	372,790
1886 -	687,982	20,400	122,827	831,209	2 2 8½	2,528	392,561
1887 -	718,057	28,047	125,811	871,915	2 3 0½	2,570	410,560
1888 -	742,404	36,587	133,696	912,687	2 4 1½	2,580	418,239
1889 -	767,099	35,547	142,144	944,790	2 4 5½	2,616	429,169
1890 -	782,119	34,726	143,753	960,598	2 4 4	2,590	439,819
1891 -	835,276	39,415	151,726	1,026,417	2 4 5½	2,653	458,522
1892 -	859,053	43,672	169,537	1,072,262	2 6 0½	2,595	473,447
1893 -	882,798	47,224	178,079	1,108,101	2 6 11½	2,679	483,294
Total -	7,560,497	319,249	1,389,686	9,269,432	—	—	—

Schools connected with Church of Scotland.

1884 -	24,390	908	3,560	28,858	2 0 5½	112	14,390
1885 -	22,729	943	3,879	27,551	2 2 0	100	13,173
1886 -	22,383	930	3,272	26,585	2 1 4½	94	12,486
1887 -	20,036	935	3,302	24,273	2 2 7½	86	11,431
1888 -	19,087	967	2,247	22,301	2 1 0½	80	10,870
1889 -	16,971	770	2,728	20,469	2 1 6½	72	9,638
1890 -	16,733	740	2,397	19,870	2 5 1½	69	8,789
1891 -	11,577	480	1,756	13,813	2 3 2½	55	6,410
1892 -	13,647	750	1,932	16,329	2 6 2½	50	7,048
1893 -	12,577	738	1,827	15,142	2 4 10½	46	6,572
Total -	180,130	8,161	26,900	215,191	—	—	—

Free Church Schools.

1884 -	10,529	272	1,424	12,225	2 1 8½	27	5,863
1885 -	10,948	305	1,355	12,608	2 4 3½	27	5,807
1886 -	10,090	272	1,425	11,787	2 2 3½	26	5,692
1887 -	10,378	349	1,440	12,167	2 5 6½	25	5,342
1888 -	10,255	433	1,388	12,076	2 6 9½	25	5,183
1889 -	9,926	340	1,429	11,695	2 8 5½	22	4,786
1890 -	9,210	321	1,236	10,767	2 6 10	19	4,654
1891 -	8,802	348	1,408	10,558	2 4 8½	18	4,720
1892 -	8,420	586	1,197	10,203	2 4 5½	19	4,612
1893 -	7,594	704	1,228	9,526	2 2 1½	17	4,355
Total -	96,152	3,930	13,530	113,612	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants—*continued.*

Episcopal Schools.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1884 -	14,226	583	2,928	17,737	1 14 4½	77	10,345
1885 -	13,930	581	2,853	17,364	1 14 8½	74	10,242
1886 -	14,499	586	3,105	18,190	1 14 6	75	10,581
1887 -	14,422	580	2,626	17,628	1 13 11½	72	10,312
1888 -	14,099	958	2,874	17,931	1 14 10½	72	10,400
1889 -	14,776	968	3,052	18,796	1 15 6½	72	10,680
1890 -	15,053	942	3,563	19,558	1 15 4½	74	11,008
1891 -	14,587	896	3,050	18,533	1 14 11	71	10,528
1892 -	16,108	914	3,445	20,467	1 17 1½	70	10,927
1893 -	16,663	1,104	4,134	21,901	1 18 4½	74	11,400
Total -	148,363	8,112	31,630	188,105	—	—	—

Roman Catholic Schools.

1884 -	36,126	3,046	12,911	52,083	1 11 0½	150	33,818
1885 -	36,014	3,304	14,421	53,739	1 11 6½	148	34,378
1886 -	38,226	3,203	15,472	56,901	1 11 11	150	35,561
1887 -	39,273	3,805	15,270	58,348	1 12 0½	152	36,738
1888 -	40,962	4,400	16,013	61,375	1 12 11½	156	37,376
1889 -	42,189	4,219	18,005	64,413	1 13 9½	160	38,462
1890 -	43,495	4,159	20,169	67,823	1 15 1½	163	39,209
1891 -	46,992	4,716	24,006	75,714	1 17 2½	166	40,146
1892 -	49,254	5,146	28,042	82,442	1 19 6	173	42,171
1893 -	52,320	5,766	31,020	89,106	2 0 6½	177	43,659
Total -	424,851	41,764	195,329	661,944	—	—	—

Undenominational and other Schools.

1884 -	50,028	1,991	10,098	62,117	2 1 11¾	230	29,825
1885 -	48,649	1,952	9,986	60,587	2 2 6	222	28,774
1886 -	50,382	1,990	10,390	62,762	2 3 4¾	220	28,768
1887 -	47,384	2,292	8,876	58,552	2 2 11½	208	27,376
1888 -	44,216	2,146	8,692	55,054	2 3 11¾	195	25,228
1889 -	41,348	1,972	8,016	51,336	2 5 3½	176	22,756
1890 -	37,906	1,838	8,697	48,441	2 6 10½	163	20,787
1891 -	33,740	1,693	8,218	43,651	2 8 6	143	18,039
1892 -	31,502	1,714	7,623	40,839	2 11 2¾	127	16,480
1893 -	28,528	1,094	6,891	36,513	2 10 11½	112	14,006
Total -	413,683	18,682	87,487	519,852	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Years.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1884 -	773,163	23,461	142,299	938,923	2 1 5¾	3,132	458,121
1885 -	780,115	24,055	143,229	947,399	2 1 3	3,082	465,164
1886 -	823,562	27,381	156,491	1,007,434	2 1 8¾	3,093	485,649
1887 -	849,550	36,008	157,325	1,042,883	2 2 0¼	3,113	501,759
1888 -	871,023	45,491	164,910	1,081,424	2 3 0¾	3,108	507,296
1889 -	892,309	43,816	175,374	1,111,499	2 3 6	3,118	515,491
1890 -	904,516	42,726	179,815	1,127,057	2 3 7	3,078	524,326
1891 -	950,974	47,548	190,164	1,188,686	2 3 10	3,106	538,365
1892 -	977,984	52,782	211,776	1,242,542	2 5 5¾	3,034	554,685
1893 -	1,000,480	56,630	223,179	1,280,289	2 6 3½	3,105	563,286
Total -	8,823,676	399,898	1,744,562	10,968,136	—	—	—

Summary under Denominations.

—	For Years.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
		£	£	£	£
Public Schools - - - - -	1884-1893	7,560,497	319,249	1,389,686	9,269,432
Schools connected with *Church of Scotland* - - - - -	"	180,130	8,161	26,900	215,191
Free Church Schools - - -	"	96,152	3,930	13,530	113,612
Episcopal Schools - - - -	"	148,363	8,112	31,630	188,105
Roman Catholic Schools - - -	"	424,851	41,764	195,329	661,944
Undenominational and other Schools -	"	413,683	18,682	87,487	519,852
	1884-1893	8,823,676	399,898	1,744,562	10,968,136

* Calculated on complete annual returns only.

(No. 16.)—Table showing progress made during Years 1884–1893 in regard to Elementary Day Schools inspected for Annual Grants.

Number of	1884.	1885.	1886.	1887. Under Old Code.	1887. Under New Code.	1887. Total.	1888.	1889.	1890.	1891. Under Old Code (three months).	1891. Under New Code (nine months).	1891. Total.	1892.	1893.
Schools (institutions) inspected by H.M. Inspectors	3,131	3,081	3,092	1,382	1,729	3,111	3,105	3,116	3,076	442	2,663	3,105	3,030	3,004
Departments, under separate teachers in those schools	3,435	3,374	3,388	1,587	1,822	3,409	3,395	3,426	3,405	560	2,893	3,453	3,401	3,391
Scholars for whom accommodation is provided	655,672	660,101	691,405	378,825	299,159	677,984	687,297	706,085	714,865	177,543	555,193	732,735	736,511	737,797
Scholars on the school registers	587,945	592,266	615,498	369,221	262,644	631,865	641,540	648,089	664,466	185,846	492,102	677,948	666,992	664,838
Scholars present on day of inspection	518,844	521,417	542,902	325,971	233,520	559,491	557,191	572,561	586,623	160,835	456,613	617,448	621,206	618,021
Scholars in average attendance	448,242	455,655	476,890	286,505	205,230	491,735	496,239	503,100	512,690	141,425	396,940	538,365	538,678	542,851
Average attendance on which the grant was claimed	—	—	—	—	—	—	—	—	—	141,425	403,569	544,994	541,972	545,798
Scholars qualified by attendance to earn grants:—														
(*a.*) Scholars above seven years of age	380,687	392,544	412,429	244,492	184,651	429,143	437,067	441,937	444,758	118,081	—	118,081	—	—
(*b.*) Infants	63,054	62,558	65,723	36,395	28,603	64,998	64,345	67,940	71,288	21,274	—	21,274	—	—
Scholars individually examined	345,203	355,278	373,838	221,828	100,197	322,025	234,934‖	237,734‖	233,181‖	60,528‖	—	60,528	—	—
Scholars who passed in reading	321,390	332,517	351,590	208,994	94,332	303,326	225,255	229,871	226,248	59,076	—	59,076	—	—
Scholars ditto writing	312,838	325,056	342,811	204,601	86,095	290,696	208,396	213,906	210,795	55,557	—	55,557	—	—
Scholars ditto arithmetic	298,117	310,721	324,409	194,213	81,350	275,563	199,327	205,430	204,054	53,503	—	53,503	—	—
Scholars, qualified by attendance, who earned grants without individual examination on being presented to the Inspector on the day of inspection	59,282	58,553	60,805	35,168	94,602‡	129,770	222,145‡	230,923‡	238,820‡	67,965‡	—	—	—	—
Average attendance on which the grant was paid for collective examination of:—														
Infants	—	—	—	—	—	—	—	—	—	—	35,381	35,381	58,873	64,271
Scholars under Standard III.	—	—	—	—	—	—	—	—	—	—	224,998	224,998	299,105	297,203
Scholars above Standard III.	—	—	—	—	—	—	—	—	—	—	141,028	141,028	183,228	182,872
Average attendance of scholars over 7 who earned grants under Art. 19 C. 1.	345,980	355,034	375,525	225,608	—	225,608	—	—	—	—	—	—	—	—
Ditto ditto Art. 19 C. 2.	326,201	337,129	359,821	219,031	—	219,031	—	—	—	—	—	—	—	—
Average attendance of scholars over 7 who earned grants under Art. 19 C. New Code	—	—	—	—	161,470	161,470	399,968	406,385	410,169	111,677	320,433	432,110	430,526	431,987
Scholars individually examined in specific subjects	61,429	62,846	68,722	36,431	21,700§	58,131	46,883§	50,444§	51,000§	8,931	36,655	45,586	42,965	44,280
Scholars who passed in one subject (only)	24,191	25,662	28 256	15,425	11,179	26,604	25,060	25,445	25,129	4,826	19,403	24,229	23,799	24,456
Scholars ditto two subjects	26,565	25,992	28,523	14,769	6,000	20,769	12,210	13,797	13,922	1,924	9,210	11,134	10,585	10,558
Scholars ditto three subjects	3,705	3,766	4,710	2,207	2,035	4,242	4,081	5,040	4,973	756	3,103	3,859	3,429	3,442
Certificated teachers	6,220	6,365	6,704	3,603	3,333	7,026	7,274	7,466	7,745	1,806	6,345	8,151	8,252	8,325
Assistant teachers	1,012	1,031	1,159	742	447	1,189	1,202	1,355	1,320	449	988	1,437	1,662	1,874
Pupil-teachers	3,629	3,693	3,782	2,349	1,521	3,870	3,924	3,902	3,883	1,112	2,792	3,904	3,776	3,775
Female assistants (Art. 32 c. 3.)	120	132	137	57	77	134	129	127	129	18	109	127	131	129
Stipendiary monitors	32	24	24	32	10	42	36	52	46	28	34	62	56	62

‡ Including scholars in classes corresponding to Standards I. and II.

§ English Literature not now a specific subject.

‖ Standards III.–VI.

(No. 17.)

Day Schools.

Population of School Age*; Age of Scholars; and Per-centage of School Age on the Registers of Elementary Schools on the Annual Grant List; 1892–93.

—	Aged														Total.
	2 and under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	
Estimated population -	102,005	101,424	100,287	100,725	98,702	96,228	95,372	94,239	95,532	90,720	91,948	89,888	91,417	—	1,248,487
Number of scholars on the books of elementary schools on annual grant list - -	5	1,383	11,806	48,207	79,847	88,913	90,131	86,953	86,373	82,168	64,352	34,644	10,412	4,468	689,662
Number of scholars on the books of elementary schools inspected during year - -	5	1,355	11,338	46,407	76,805	85,785	86,806	83,821	83,283	79,406	62,210	33,359	9,890	4,368	664,838

Population of school age (5 to 14 years) - - - - - - - - - - - -	853,354	
Number of scholars, (5 to 14), on the books of elementary schools on the annual grant list - - -	661,588	Per-centage - 77·53

* To correspond with the ages of children on the school registers. Education is compulsory for children between 5 and 14 years of age. Education Acts (Scotland), 1872 to 1883.

REPORTS OF HER MAJESTY'S CHIEF INSPECTORS.

General Report, *for the Year* 1893, *by* John Kerr, Esq., M.A. Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Southern Division of Scotland.

My Lords,

I have the honour to present to your Lordships my report on the schools inspected by myself and my colleagues in the Southern Division of Scotland during the year 1893.

I have to record my regret for the loss of the services of Mr. Gunn, one of my much valued assistants, who has accepted an important post in the publishing firm of Messrs. Nelson & Sons. It is no more than his due that I should speak of him as an official of exceptional competence and unquestioned loyalty and fidelity. This is the only change in the staff of the division.

Effects of New Code.

Continued experience of the elasticity of the New Code is throughout favourable. There is no appreciable diminution in the amount of work done, and what is done is done under healthier conditions. It is no doubt conceivable that elasticity and examination by sample, unless safeguarded by judicious method and adequate testing of individual results, might degenerate into undesirable looseness. This danger arises where the examination is from press of work conducted in a hurry. Teachers would be more than human if they could resist the temptation to adapt their teaching more or less closely to the character of the examination. A subject omitted or a method imperfectly tested is probably presumed to be unimportant, and in average hands runs the risk of being neglected in the following year, and, hence it may, I think, be argued that when there is overpressure less harm is done by paying grants without visit, to a few schools whose character is known to be stationary, than by hurried examination of all on the list. There is no difficulty in hurrying through almost any amount of inspection, but it will be at the expense of looser work and lower pitch.

Danger of hurried inspection.

I have received as formerly satisfactorily full contributions from all my colleagues. Mr. Scougal, owing to family circumstances, which have seriously interfered with his official time, has been unable to report as fully as usual.

Committees on secondary education.

The time I have been able to give to inspection during the past year has been considerably curtailed by frequent meetings and consultations in connexion with the two committees on secondary education, of which I am a member. Mr. Struthers has had a correspondingly larger share in inspection, and I think it unnecessary to make any considerable addition to his remarks on our common work, about which we have been as formerly in constant communication and full sympathy.

Joint inspection.

I have not found time this year to make any visits of joint inspection with my colleagues in the division.

Secondary Education.

The duties of the two committees on secondary education of which I have the honour to be a member were widely different. The Edinburgh Burgh Committee had to deal with an abundant supply of secondary schools proper, generally well equipped and convenient in respect of distribution and locality. The Linlithgow County Committee had no

secondary school. The former had to consider the case of existing institutions, the latter had to call new ones into existence. The majority of the Edinburgh Committee in their reading of the report by the committee on secondary education and of your Lordship's Circular of December 1892 decided that the proper destination of the Equivalent Grant in Edinburgh was primarily the provision, for pupils whose tastes and circumstances enabled them to profit by it, of increased opportunities of obtaining a complete course of secondary education whether scientific or linguistic. They did not require to consider the case of certain localities in which "owing to circumstances of population, &c., "a secondary department may be all that is imperatively required." They thought that in Edinburgh there were no such localities, that for pupils whose educational aims were not higher than a year or so beyond Standard VI. the excellent ordinary schools with rates for those under the Board, probate duty (or fees) and specific subject grants for all, supplied all that was wanted for a substantial primary education, with a considerable amount of useful instruction in advanced subjects, which constitute what may be called the fringe of secondary education. They accordingly apportioned five-sevenths of the grant to be expended on 220 free scholarships open to competition by pupils from State-aided schools in Edinburgh and the adjacent school board of Dean and St. Cuthbert's, and tenable at any one of six secondary schools for four, or under certain conditions, five years. In view of the opening up of the leaving certificate examination to ordinary schools, and the important movement in the direction of evening and continuation schools, the committee agreed to employ the remaining two-sevenths as a stimulus to higher education in these directions.

Edinburgh Burgh Committee.

Secondary schools sufficiently numerous.

Linlithgow. County Committee.

Secondary departments.

In the Linlithgow County Committee the circumstances were wholly different. While there was a considerable amount of higher work done in several schools, there was no secondary school proper nor any that had a recognised secondary department. At three centres such departments have now been established, each receiving a lump sum and a capitation grant under certain conditions. Subsidiary grants are recommended for other eleven schools, three or more miles distant from the three centres referred to. The schemes for both Edinburgh and Linlithgow have been sanctioned. The latter has been in operation for a short time, and the interest and activity shown by the boards and managers give good promise of success. In Edinburgh a commencement has not yet been made. Competition for the free scholarships will take place during the summer preparatory to the opening of the session in September. It is hoped that a healthy rivalry will be aroused among teachers in the effort to score a success in the examination. Much will depend on the encouragement given by boards and managers. Teachers naturally dislike to lose their best pupils, but there is surely some compensation in the fact that the pupil's success is a tribute to the teacher's skill. There is, however, a higher view that should sweep aside all hesitation, viz., that the question is not the teacher's pleasure but the pupil's good, not a personal but an educational question. The free scholarships are meant for those pupils only in State-aided schools who wish to get at a fully equipped secondary school what the State-aided school cannot supply—a course of secondary instruction covering four and possibly five years.

Mr. Walker :—

"The County Committee, elected in the beginning of the year, have adopted a scheme following the lines of the Department's Minute of January. Grants are to be given to four higher class public schools. Other four schools are recommended as being suitable for the institution of secondary departments;

and 16, pretty equally distributed over the county, which have shown good work in higher subjects done by a fair proportion of their scholars, have been recommended for the subsidiary grants. The scheme has only just been sanctioned, and the practical working of it will be looked forward to with much interest."

Mr. King :—

"During the year ending 30th September 1893, I was engaged for 16 days on the work of the four county committees on secondary education, of which I am a member. This considerable demand upon my time made it difficult to keep the inspection of the elementary schools up to date, and arrears were avoided only by a good deal of 'overtime' work on the part of myself and my assistant, and, in some cases, by a more hurried inspection of the schools than would have been, under ordinary circumstances, desirable."

Merit Certificates.

The favour shown for merit certificates varies considerably in different districts. Mr. Scougal thinks the demand likely to increase from the importance attached to them by the committees on secondary education. In Perthshire the candidates are not so numerous as Mr. Walker expected. In Mr. King's district the number is more than doubled.

Candidates much increased.

There are cases in which to hurry is to destroy, such as the examination for these certificates, which in my own district are more than doubled since last year. The total number of candidates was 335, five of the larger schools presenting, respectively, 59, 57, 44, 38, 28. The addition of from 12 to 20 candidates increases the labour of examination to an extent that must be experienced to be understood, for each candidate must be tested *individually*, and to a large extent *orally*, on at least eight subjects. Our practice in this district is to take only composition, arithmetic, and mathematics in writing, the rest preferably, and some of them necessarily, by oral examination. When the question is not whether a score of candidates have as a class shown the results of sound instruction in English, Latin, French, and German grammar, history, geography, and science, but how many of them *as individuals* have proved themselves worthy of a distinctive certificate that is to carry weight as a recommendation for employment after leaving school, the expenditure of time is very serious, and in this district so serious that either the staff must be increased or the certificates granted and refused in an undesirably loose and haphazard fashion. It is, I think, unquestionable that oral examination is the most satisfactory mode of dealing with the subjects indicated above as being so treated in this district; but even if written examination were substituted for it, wherever possible, the saving of time in school would be more than outweighed by the revision of papers at home.

Individual test imperative.

Examination, how conducted.

Mr. Scougal :—

"Ten schools in my district presented candidates for the merit certificate. The total number of candidates was 42, and of these 29 were successful. In some schools the impression seemed to prevail that the chief, or even the sole, qualification for gaining this certificate was ability to pass in the requisite stages of the specific subjects. The consequence was that some of the candidates had had no proper preparation for the elementary and class work required, and were found lamentably deficient in these, especially in spelling, arithmetic, and English.

Results; and chief cause of failures.

"In this district the demand for the merit certificate is likely to be greatly increased by the importance which, I am glad to say, both the County Committees of the district have attached to the gaining of this certificate in their schemes for the promotion of secondary education."

Probable increase in number of candidates.

Mr. Walker :—

"The candidates have not been so numerous as was expected, but there has been a fair proportion from some of the larger schools, and one and two occasionally from some of the smaller. An examination in general subjects somewhat on the lines of a first year's pupil-teacher's examination paper, with adaptations to special circumstances and to the specific subjects to be tested, has been found sufficient."

Mr. King :—

"I have granted 37 merit certificates during the past year. This is more than double the number for the previous year, and a further increase is probable. The merit certificate is undoubtedly gaining popularity, particularly in the rural schools, and I expect that, before long, there will not be a good country school in my district in which an effort will not be made to gain some of these certificates. Of course, in a small school, there will not be every year pupils sufficiently advanced to be become candidates. But it would be matter for rejoicing if there should arise an honourable rivalry among the schoolmasters as to who should earn the greatest number of merit certificates. It would be a gauge of the success of a school recalling the old Scotch practice of estimating a parish schoolmaster's ability by the number of pupils whom he sent to college.

"I have been satisfied with the ordinary standard in the specific subjects professed, but have insisted on distinctly superior results both in the elementary branches of instruction and in the class work."

School Supply.

Supply generally satisfactory.

In the division generally this has fairly kept pace with increasing demands. In some districts, only repairs and minor additions have been required. In all the public schools in the town of Perth rooms for the teaching of cookery have been provided, but in some of the outlying parts of the county the supply is not quite satisfactory. In the larger towns of Fife it has been difficult to keep abreast of the growth of population, but much activity has been shown in meeting the requirements. In Mr. King's district playgrounds have been provided and improved, and accommodation is, on the whole, sufficient.

In Edinburgh.

During the last year additions have been made to Stockbridge, South Bridge, and Dean Schools, providing 196, 165, and 30 places, respectively. The two former schools have been provided with cookery class-rooms which have been fitted up for manual instruction in wood-work as well. Warrender Park and West Fountainbridge Schools have been provided with cookery rooms, the cookery room in the former being also fitted up for manual instruction. Considerable additions have also been made to Lothian Road School in the shape of a drawing class-room with accommodation for 76 pupils, and a cookery room for 63, the latter being also fitted up for manual instruction in wood-work.

New school almost completed.

It is expected that Bruntsfield School, now in course of erection, will be ready for occupation by the beginning of the ensuing session. This school on completion will have accommodation for about 1,800 pupils, besides science and cookery rooms, workshop, gymnasium, and swimming bath. It will be heated by means of hot-water pipes, and ventilated mechanically. The loan sanctioned for it amounts to 33,000*l.*, of which 5,700*l.* has been paid for site and expenses and 27,300*l.* will be required for the building. The school on completion will not only be the largest but the best equipped under the management of the Board.

Enlargement of schools.

The Board have lately acquired additional ground adjoining North Merchiston School for the purpose of enlarging it and increasing the playground space, and it is expected that the enlargement will be pro-

ceeded with at an early date. On the opening of Bruntsfield School and the enlargement of North Merchiston School it is considered that the school supply for the south-west of the city will be sufficient for a number of years to come.

During the past year the Board purchased additional ground adjoining Abbeyhill School for the purpose of enlarging it. The additional places to be provided by the enlargement amount to upwards to 600. The present school building will be used entirely for juveniles, and the additions for infants. In the new building provision is also to be made for a sewing room, swimming bath, cookery and manual instruction room, while the present sewing room is to be converted into a gymnasium. The new portion of the school will be mechanically heated and ventilated. Estimates are now being taken by the Board for the enlargement, and it is hoped that operations will be commenced at Whitsunday next.

Swimming baths, gymnasiums, and manual work rooms.

In November last the Board acquired Blandfield House and grounds as a site for a school in the Broughton district. The plans have already been approved by the Department, and estimates are being taken for its erection. The plans show accommodation for 1,306 pupils and likewise provision for cookery room, science room, swimming bath, gymnasium, and workshop. On the completion of this school and the enlargement of Abbeyhill there ought to be no scarcity of accommodation for the north-east of the city. It is possible that ere long the Board will require to make provision for the north-west, inasmuch as the schools in that district are nearly filled.

New school contracted for.

Temporary premises are at present occupied by the Board in connexion with West Fountainbridge and London Street Schools, providing accommodation in each case for 300 pupils. These annexes will be closed on the opening of Bruntsfield and Broughton Schools, respectively. During the enlargement of South Bridge and Stockbridge Schools, temporary premises in the neighbourhood were occupied.

Temporary premises.

During the past year a considerable number of the schools have been provided with kindergarten desks, galleries, and sliding partitions for the purpose of dividing the large halls.

Mr. Scougal:—

"The state of school supply in the burgh of Leith stands now as follows:— The population of the burgh as by the estimate of the school board is 70,972; as by the estimate of the registrar-general, 72,002. The number of children of school age, as per census taken by the board in August, is 14,972. In September the new Craighall Road Public School was opened. It has accommodation for 1,602 children; but as the Newhaven Madras (Temporary) Public School was closed at the end of last session, the new premises at Craighall Road are equivalent to a net addition of only 1,298 places. By the erection of new rooms at the Bonnington Road Public School, 117 additional places have been provided. The total accommodation in *public* schools is now, therefore, 12,598 places, as against 11,183 last year; and the total accommodation in all *efficient* schools is now 14,198, as against 12,911. Last year's apparent deficiency of 1,811 places is thus reduced to 774, after allowing for an increase of 250 in the number of children of school age. As it has been ascertained that 861 of the Leith children attend school elsewhere, chiefly in Edinburgh, the school supply of the burgh may now be looked upon as complete for the time being."

Supply in the burgh of Leith.

Mr. Walker:—

"Perth Caledonian Road School with an attendance of over 1,100 has come in the place of two schools discontinued by the operations of the Endowment Commission, and of two schools under the Perth School Board. Alyth Industrial School has been transferred to the school board, and converted into

the junior department of the public school. The schools of Glendochart, St. Madoes, and Letham—the last accidentally burnt down—have been rebuilt. A school is in course of erection in Glenshee for a scattered number of children, most of whom were beyond the statutory distance from a public school. Class-rooms have been added, or large rooms divided in several schools, and all the public schools in Perth have had separate rooms built on their own premises and furnished for the teaching of cookery.

"In Lochearnhead there are two small schools that ought to be combined, and the children in Strathtay, whose case I have reported more than once, should be better provided for. The school at Strathfillan at the head of Glendochart is very badly placed for the population. It was built 20 years ago by the advice of the Board of Education, midway between the villages of Clifton and Crianlarich which are fully five miles apart, in order to accommodate the older children of both. But as a small school was built in Crianlarich and none in Clifton, the result is that all the Crianlarich children, young and old, go to their own school, and all the Clifton children have to walk fully two miles and a half down the glen by a road utterly without shelter of wall or hedge or tree."

Mr. Barrie:—

"Repairs and minor alterations are all that fall to be recorded in connexion with school buildings, with the exception of an excellent class-room for the junior section that has been added to Gretna Public School, and the completion of a handsome new school erected by the Caerlaverock Board to take the place of the old buildings at Hutton Hall, so long a conspicuous landmark in the Dumfries and Galloway educational world. Greensands school, Dumfries, also, which for some time has been uncomfortably crowded, has been supplied with a large amount of additional accommodation, and been in other respects greatly improved.

"The keeping and upkeeping of many schools leave much to be desired. Brooms and white-wash brushes are still too little used; but there is less to complain of in this respect to-day than there was some years ago."

Mr. Dunn:—

"In both Dunfermline and Kirkcaldy the school supply has not kept pace with the growth of the population, and as a result overcrowding and the temporary use of obsolete or perfunctorily adapted premises have ensued. In the former town Pittencrieff School has been enlarged, and the Commercial School, destroyed by fire, has been rebuilt and reconstructed in a very satisfactory manner. An infant school has not yet been provided, and the condition of the Golfdrum School seriously conflicts with modern requirements. In Kirkcaldy a large new school is being built, and the congestion in the western portion of the town will be relieved. Enlargement of the West School seems to be already desirable, and cannot long be delayed.

"A new school has been opened at Lumphinnans and at Strathore near Thornton. An infant school has been erected at Leven. Large and commodious premises for infants have been provided in connexion with Kelty School; and enlarged class-rooms have been added to Thornton, Carnbee, and Carnock Schools. The school recently erected at Hill of Beath is already being enlarged in order to accommodate all the standards. The Markinch Board, with their characteristic readiness to adopt improvements, have reconstructed and refitted the small and well-conducted school at Kirkforthar Feus."

Mr. King:—

"School supply is practically complete in my district. To meet the necessities of Galashiels, a large and handsome school has been built. A new school building has also been erected at Coldingham in Berwickshire, and another at Chapelhope in Ettrick parish. Playgrounds have been provided at Bunkle and Edrom, and improvements are in progress at Lilliesleaf. Two schools not formerly inspected have been added to my list. One of these, Glendouglas, in Southdean parish, has been hitherto maintained as a private school by the Earl of Home; while the other, Tweedsmuir, now loses the dis-

tinction, which it has held for some time, of being the only parish school in Scotland not claiming a grant from the Scotch Education Department. The small school of Kilbucho, near Broughton, has been closed for want of children to attend it. I can count now, in the whole of my district, only five schools, all small, which are attended by the children of working men, and are not under inspection. Four of these are maintained by local proprietors, and the fifth is a Roman Catholic School."

Attendance.

Not appreciably affected by free education.

It seems the general opinion of both inspectors and teachers that free education has not appreciably affected regularity of attendance. Although in district No. 2 there is a decrease in the number present due to schools being unvisited under Art. 10, there is on the whole an increase. In Mr. Walker's district there is a considerable decrease in presentation in higher standards owing to an apparent tendency to keep children two years in the same class. This tendency within reasonable limits is salutary. Mr. Barrie reports a gratifying increase of presentation above Standard VI. Mr. King finds a slight decrease in the upper standards, but complains of irregularity owing to the migratory habits of farm servants.

General Statistics.—Division.

District.	Number present at Inspection.	Average Attendance.	Children in and under Standard III. presented for Examination.	Children in Standards IV. to VI. presented for Examination.	Number presented in Ex-VI.
No. 1 (Dr. Kerr) - - -	48,457	43,858	34,670	12,617	1,075
No. 2 (Mr. Scougal) - -	24,808	23,518	17,626	6,735	411
No. 3 (Mr. King) - - -	20,543	18,490	11,648	6,737	485
No. 4 (Mr. Barrie) - -	19,231	17,238	12,622	5,679	879
No. 5 (Mr. Dunn) - -	30,189	27,497	21,269	8,362	424
No. 6 (Mr. Walker) - -	17,227	15,022	10,899	5,151	538
Totals - - -	160,455	145,623	108,734	45,231	3,812
Corresponding totals, 1892 -	160,212	142,822	107,260	45,944	3,602
Increase (+) or decrease (−)	+243	+2,801	+1,474	−663	+210

In only one district, No. 2, is there a decrease in the attendance, due to a number of schools being paid under Art. 10, and the prevalence of epidemics at the time of inspection.

Mr. Scougal :—

Apparent falling off accounted for

"The number present at inspection in my district shows a decrease of over 2,000 this year as compared with last year. But this falling off is more than accounted for by (1) the payment of grant for the past year to *five* schools without inspection, under Article 10; and (2) a temporary decrease in presentation owing to the prevalence of epidemics in Leith and Musselburgh at the time of the annual inspections.

"That the total number of children in the district has certainly not decreased is evident from the fact that, while the total average attendance in schools inspected is only 510 fewer than it was last year, the average attendance in the five schools above noted, not included in this year's returns, amounted to over 1,000.

Numbers in Ex-VI.

"The number of scholars presented in Ex-Standard VI. shows an increase of 15 per cent."

Mr. Walker :—

"The attendance has this year again, as in the last two, been much diminished by various forms of sickness. The number present at inspection was 17,337—240 more than last year—and the average attendance was 15,114, an increase of 145 upon last year's number, and an increase of nine on the average of 1890.

"The number presented for examination under Standard IV. was 10,959, in Standards IV.–VI., 5,197, and over Standard VI., 541. There are 376 fewer presented in the higher standards, and two fewer beyond the standards. Comparing the numbers with those of last year there would seem to be an increasing tendency to keep scholars two years in the same class.

"The general opinion of teachers is that the introduction of free education has not promoted regularity of attendance."

Mr. Barrie :—

"The general statistics show a decrease of 69 present on the day of inspection, but this is accounted for to some extent by the payment of two schools without inspection on account of a prolonged epidemic. There is, however, an increase of 208 in average attendance, a slight increase in the numbers presented in the upper standards, and, most noteworthy of all, an increase of 110 in the scholars presented for examination above Standard VI. So far as statistics go there is no evidence that free education has had any material effect on school attendance in this district. In most of the rural parishes complaints as to irregularity of attendance are neither more nor less common than they have been ever since the compulsory clause came into force. Most of the old causes of irregularity remain, and parental laxity is perhaps more marked now that the check of paying for what is not made use of has been removed.

"The slight increase in the average attendance is probably due to an influx of infants in the town schools and to the shorter, if more frequent, irregularities of the older children."

Mr. King :—

"There is again a slight decrease in the number of children presented in Standards IV., V., VI., but with this exception, my totals are rather larger than they were last year.

"It is difficult to account for the falling off of the numbers in the higher classes, unless we assume that teachers are availing themselves freely of the privilege of keeping backward children for a second year in the same standard. There may, however, be other reasons, for my observation leads me to think that the tendency has rather been, since the abolition of the individual pass, to advance all the children in a standard to the next after the annual inspection. If a teacher does not do this, he is likely to become unpopular with the parents; and this may, particularly in a small parish, be a more serious matter for him than an unfavourable report.

"One cause, of old standing, why many country children are late in reaching the higher standards, if indeed they ever reach them, is to be found in the migratory habits of the farm servants. It is a proverb in Berwickshire that—

"For a hen's gerse,
They'll flit i' the Merse,"

"and it is undoubtedly the case that agricultural labourers, all over the border district, change from one farm to another for a very slight inducement, or merely because they find the excitement of a flitting to be a pleasant break in

the monotony of their lives. When the parents leave the parish in May they take their children with them, and very often these children are not sent to the new school until it opens, at the end of September, after the harvest. Meanwhile, they have forgotten much, and the new teacher does not find it possible to get them ready to pass a new standard before the inspection in the following spring."

Standard Subjects.

Reading. Marked improvement generally.

There is a consensus of opinion as to improvement in reading, due to greater variety of books and the practice of reading at sight from books and papers not in use in the class. To produce the best results this should be regularly practised throughout the year, and not, as in some cases, confined to a few weeks before the inspection. The proper use of unseen reading is not simply to secure fluent and correct pronunciation, but the development of intelligence in the effort to make out the meaning, and to show this by expressive grouping. Mr. Barrie expresses a regret, in which I share, that teachers have few opportunities of seeing the work of their professional brethren so as to compare it with their own. The difference between the meaningless monotone in one school, and the expressive grouping and natural modulation in another in almost identical circumstances, is so marked that none but the most wooden teacher could fail to profit by the comparison. Mr. Dunn and Mr. Struthers have dealt so fully with this subject that I do not think it necessary to add further remarks of my own.

Writing.

The Vere Foster or so-called Civil Service style of penmanship is steadily rising in favour. It is found to be more easily taught, and is certainly more easily read.

Composition. Suggestion as to Standard V.

Composition is still the subject in which the rate of advance is somewhat slow. There are, I think, several reasons for this. In Standard V. the aim is too often not so much to catch the general drift of the story read or narrated and then write it in their own words, as to reproduce the *ipsissima verba*, which two readings of a short story will enable a large proportion of a class to do with surprising approximation to verbal identity. To prevent this, the second reading or narration of the story should differ as much from the first, as is consistent with the retention of the salient points. In Standard VI. the exercises are unsatisfactory from poverty of materials. There is a want of straw to make bricks. As remedies, Mr. Barrie suggests a more general establishment of school libraries, and Mr. Dunn, the reproduction of some part of their history lessons—both valuable suggestions. I suspect, however, that in both V. and VI. there is not sufficient revision and correction of the more prevalent errors in presence of the whole class. Without this and regular practice, improvement will be slow, even with the help of sound technical grammar, which by itself is only an aid to good composition. To maintain a high level in spelling, dictation is often alternated with composition.

Regular practice and careful correction necessary.

Arithmetic.

The remarks of my colleagues about arithmetic are not materially different from those of last year. Principles and short methods do not yet receive the same attention as mechanical accuracy. Mental arithmetic receives increasing attention, but more in the lower than in the higher classes. In my own district we have been making it bulk more largely in our estimate of the mark to be assigned to the subject. Great accuracy in written work is compatible with a weak grasp of common sense, every-day questions. We have found a most gratifying response to our demands for more mental practice.

Mental on increase.

Mr. Scougal:—

In junior sections. "The results of examination in elementary or standard subjects show this year in the junior sections (infants to Standard III.) very satisfactory improvement. The summary mark 'excellent' has been awarded this year to 29 per cent. of these. Last year the corresponding per-centage was only 18.

In senior sections. "The proportion of senior sections (Standards IV., V., VI., and Ex-VI. pupils) gaining the highest award is, on the other hand, rather less than it was last year. I believe this is due, to a certain extent at least, to the greater difficulty of the arithmetic cards for Standards V. and VI."

Mr. Walker:—

Reading. "Reading continues to improve, partly from the greater attention paid to it, and partly owing to improvement in the books used. In the upper classes it would be well to make more use of unseen passages which might easily be got from the newspapers or from some of the school magazines published monthly.

Writing. "Writing is also improving, mainly from a greater use of the so-called Civil Service writing. In too many schools, however, the subject does not get the attention it deserves, and slovenly writing and figuring are by no means so rare as they ought to be.

Arithmetic. "Arithmetic is now the subject that determines the standard in which a scholar is presented, and there are consequently fewer failures than there used to be. But there is still room for improvement in the application of principles, and in the use of short methods. Mental arithmetic is not so systematically used as it ought to be. The only method is to begin with the youngest class, and carry it on through the whole course. A thorough grounding in elementary operations to ensure rapidity and accuracy is still a desideratum.

Composition. "Composition, facility in which should be the chief aim in teaching English, does not receive an adequate amount of attention.

"The exercises in Standard V. are often deficient in punctuation, and not properly divided into sentences and paragraphs; and the letters in Standard VI., besides being marked by the same faults, are very meagre. The exceptions, however, are numerous enough to show that the subject can be sufficiently well taught in school.

"Spelling has been so much neglected in these two standards that it has been necessary to revert to a dictation test."

Mr. Barrie:—

Reading. "The improvement in reading noted in last year's report has been well maintained, and a steady if somewhat slow advance is perceptible in most schools. Fluent, accurate, and fairly intelligent reading is by no means uncommon, but style remains conspicuously absent except in such schools as I have already more than once commended. This is due more to want of taste than to want of care on the part of the teachers. It is matter for regret that teachers do not have more opportunity of seeing and learning from the work of their professional brethren. A man will go on, year in, year out, in a mill-horse round of mediocrity which he takes for at least a fair average of merit, when five minutes listening to a reading lesson in another school would awaken him to a sense of the inferiority of the reading in his own.

Writing. "Penmanship improves steadily. The Civil Service hand or Jackson's upright style more and more makes way the more it is known, to the great gain of both legibility and beauty of form. Here, too, as in the case of reading, local institutes might do good by periodical exhibitions of writing specimens from the various schools of their districts. A higher average, I venture to think, would soon be obtained, as a weak style of writing is as often as not the result of ignorance rather than of carelessness. In connection with this subject it may be mentioned that a few of the senior pupils in Langholm Public School are now receiving regular instruction in type-writing.

Spelling. "The spelling in the lower standards is in general very satisfactory, but it becomes less so when the higher standards are reached. It is to be feared it will remain the stumbling-block it has always been till common sense asserts its sway and men spell words according to the recognised pronunciation of the day.

"Abstracts continue to be made with a fair amount of accuracy and skill, but any attempt to elicit original composition meets with little success except in rare instances. The idea as well as the vocabulary of the pupils must be enlarged before much better results need be expected. Skill in sentence building is of little avail when there is nothing to build with. In this respect it is matter for regret that so little has been done in the way of establishing school libraries. Composition.

"Of arithmetic it need only be said that it continues to receive as much care as has been traditionally bestowed upon it, and that it reaches in most schools a higher average than either reading or writing, a result which leaves something to regret. Except in the lower standards mental arithmetic has not received the attention it deserves. This is partly due to the fact that in country schools, with a limited amount of time at my disposal, I have seldom been able to devote any of it to mental arithmetic with the higher standards. In future I shall endeavour to make the oral test in these standards of more importance than it has hitherto been." Arithmetic.

Mr. Dunn :—

"This subject is well taught, and the results are often surprisingly good. The teachers, more or less generally and regularly practice unseen reading with the children; sometimes a school newspaper is bought every month by the senior children and used as a reading book would be, at other times the reader of a higher or lower standard is employed as a means of testing the children's acquired power of reading at sight; and in this way the very circumscribed range of attainment which formerly existed has been greatly extended. I find, accordingly, that the reading book in use is in very many cases far below the capacity of the children; and such is the superstitious regard for established custom which some teachers show, that they shrink from assigning a Standard VI. book to a Standard V. class, even though such a book would much more accurately represent the attainments of the class. The principle which should be followed is, of course, to select the book which suits the average capacity of the class, no matter what that book is called. Reading.

"The following schools are characterised by very superior reading :—Kirkcaldy West, Dysart Burgh, Pittencrieff, and Elie.

"It is frequently complained that owing to the early withdrawal of children from school they very soon lose the ability to read fluently and correctly. I am inclined to think, however, that there is an element of exaggeration in this view. That children leave school at too early an age is undoubted; but if seriously impaired ability to read and an extinction of the desire to read are the result of an early removal from school. how are we to explain the vast consumption of newspapers and periodicals? This stream of daily and weekly literature surely implies a widespread thirst for reading.

"Penmanship continues to improve. The Civil Service type is generally adopted. The following are the defects which I observe in the writing of schools where the Vere Foster system is in use :—Too wide interspacing of the letters, undue angularity, and occasionally backward sloping. One gets, sometimes, soiled and untidy papers even when the penmanship is not amiss. This is a matter affecting the discipline of the school. Writing.

"The following schools are remarkable for the pervading neatness and fine style of the penmanship :—Buckhaven, Cowdenbeath, St. Monan's, and Lassodie.

"This subject is in general fairly satisfactory. Where it is defective I am inclined to think that analysis of sentences has been neglected, or that the children in all the classes have not been trained to give their oral answers in a complete and properly syntactic form, or that the general information of the children has not been widened by acquaintance with current literature, or that the practice of composition has not been begun in a younger standard. If Standard IV. had to reproduce short and easy stories, the work in Standard V. would show a marked improvement. This expedient is adopted in the Queen Anne School, Dunfermline. Composition.

"Power to reproduce a story is largely dependent upon familiarity with stories, and the practice of relating or reading anecdotes to the younger classes and questioning and commenting upon them would be found a useful preparation. It would, besides, break the monotony of formal work which weighs most heavily upon young children.

"The requirement to reproduce a narrative in Standard V. is of course merely designed to provide material for composition. It is not intended that this should be the only form of composition; and it would, I think, be found advantageous to require the higher classes to reproduce other portions of their work, for example, their history lessons. This is an easier task as a rule than reproducing a narrative, and, steadily pursued, habituates children to the practice of composition.

"The substance of a reading lesson or some general lesson dealing with scientific fact, industrial processes, and the like, will similarly furnish suitable material for composition.

"The exercises in composition should frequently, if not invariably be done on paper, so that they may be carefully revised. Without careful revision, and subsequent comment and explanation, these exercises are of little value. The teacher should note the salient errors and make a running commentary upon them for the benefit of the class collectively.

Arithmetic. "The attainments in arithmetic may most conveniently be considered with reference to four groups, viz., Standards I. and II., Standards III. and IV., Standards V. and VI., and the Ex-VI. pupils.

"Standards I. and II. as a rule exhibit a proficiency considerably in advance of the requirements. For example, it is quite common for Standard II. to do the multiplication of Standard III.

"Standards III. and IV. also show very satisfactory attainments in general.

"Standards V. and VI., however, have this year fallen short of the proficiency which has hitherto characterised them; and as this fact has been observed in really good schools, it seems evident that the relative inferiority of the results is due to the enhanced difficulty of the test-cards.

"The Ex-VI. pupils appear to be invariably well taught in this subject. The examination extends to the whole of arithmetic and the elements of mensuration, and the excellence of the work deserves hearty praise. I may mention as a typical case the Kirkcaldy Burgh School.

"Mental arithmetic receives a very fair amount of attention, and, as far as my own capacity permits me to judge, the results are on the whole creditable. Nevertheless, increased attention to this subject is indicated as desirable."

Mr. Struthers:—

Reading. "The increasing practice of 'unseen' reading makes for improvement in this subject. My experience in schools leads me to distinguish two kinds of unseen reading; one valuable, the other comparatively worthless. In the latter case the books professed are got up in the first place, and then occasional practice in 'unseen' is given for a short time preceding inspection; in the other it is at least a weekly exercise continued throughout the year. The great value of the exercise when properly taken is in developing the independence and self-reliance of the pupils, and in exercising their power of judgment. It prevents the pupils relying on their memory only, and makes them alive to the intimate connexion between the word groups and the sense. But these results are too often frustrated by premature help on the part of the teacher. Repeatedly at examinations I find pupils stop at a word of perfectly regular construction which they have not seen before, or imagine they have not seen, and refuse to proceed till prompted by the class or by the teacher. When many such cases occur in the same class it is a sure sign that the teaching of reading has been done in a perfectly mechanical way. This is a too frequently recurring experience, and it is of a piece with what I have observed of specimen lessons given by pupil-teachers, students in training colleges, and assistants. Of all the subjects taken for specimen lessons reading is apt to be the least successful. Time after time, when the pupil has plainly shown by his reading of a passage that he has not understood it, I have been amazed to find the teacher pass it by without remark, being satisfied, apparently, if the words are correctly pronounced. Even when a correction is made, it is generally by

means of pattern reading which the pupil simply imitates without understanding the why or wherefore. All this, when a question as to the meaning, or, still simpler, as to the grammatical construction would have put matters right. It is going to the opposite extreme when, as is sometimes the case, half the time of the reading lesson is spent in talking at large about the first paragraph. If reading is to have any value as an intellectual exercise there must be a genuine effort on the part of the pupil to make out for himself the meaning of the passage and to express it by his reading, and the teacher, while prompt to give the necessary aid and correction, should be careful not to forestall that effort.

Silent reading.

"In the foregoing remarks I have had chiefly in view reading in the higher classes, *e.g.*, V. and VI. In these classes it should be apparent pretty early in the school year who are the really intelligent readers, and such pupils, while the teacher is giving special attention to the more backward children, might be allowed to read selected chapters from their own books—or books in the school library. It would be understood that they might be called upon to give an account of their reading, and they might be expected to note difficulties and afterwards ask their teacher for explanations.

Arithmetic.

"The high level of accuracy in the answers to the card tests has been maintained. In that direction better results on the average could not well be expected. But during the past year I have to record a very notable improvement in mental arithmetic and in intelligent knowledge of method as tested by oral examination. Much, however, still remains to be done. I feel more strongly than ever that high per-centages in the written test are compatible with want of intelligence, want of readiness, and inability to apply methods learned to simple concrete cases. During the past few weeks I have made special note of several cases where a pupil who was singled out for amazing incapacity and unreadiness in the oral examination was found to have obtained 100 per cent. in the written examination. I am speaking here of the higher classes (Standard III. and upwards) for in the lower, where the practice of testing by 'uniform' cards does not exist, results as regards intelligence, speed, and practicality, are much more satisfactory, and I am not aware of any examiner who has remarked upon a falling off in accuracy. Indeed a good case might be made out, I think, for the abolition of the uniform card test as having a baneful influence on the teaching of arithmetic in schools. It makes the accurate working of certain types of sums the sole end of the arithmetic teaching, and this accuracy is sought by painfully laborious and mechanical methods, from which any workings of the pupil's intelligence must be as far as possible excluded as a dangerous and disturbing element. So much are we in this district impressed with this view of the effects of the prevailing style of examination in arithmetic that we propose, with their Lordships' sanction, during the coming year to make the oral examination and inquiry into the methods of teaching the principal factor in assessing the grant, to be supplemented, and that not always, by a card test as some guarantee not so much of accuracy as of the extent to which the teaching is really diffused throughout the class. If intelligence and readiness are attended to, then I believe that accuracy also will be added unto them. Of course, for the purpose of passing individual candidates for the labour certificate, the card test will always be applied, but the estimate of the work of the class will be formed largely on other grounds."

Class Subjects.

Under the head of class subjects the reports are similar to those of former years. Those generally taken are English, geography, and history, girls in a good many cases taking needlework instead of history. Mr. Walker suggests, I think properly, that in schools under a single teacher one of them could be dropped with advantage.

English.

Except in Mr. Barrie's district the teaching of grammar is not quite satisfactory. In Mr. Walker's it is receiving less attention than formerly. In my own district the town schools, with some exceptions, appear to less advantage than a number of country schools. My

Grammar on the whole not improving.

impression is that while it is admirably taught in a creditable number of cases, notably in some Roman Catholic and country schools, it is not on the whole improving either in accuracy or interesting method, nor is it sufficiently utilised for the improvement of composition.

Repetition.

There is no subject in which there are such marked differences in merit as in repetition of poetry. It is comparatively seldom that the memory work and explanation of the passage are not adequate, but in recitation there is every variety from the dreariest monotone to admirable taste, and this higher quality is not unfrequently found in schools attended by a very unpromising social class. The only inference is that the monotone is acquiesced in, and the only remedy, reduction of grant. Several of my colleagues complain of injudicious selection of passages, and of the want of linguistic and grammatical explanation in the higher classes. The complaint is just. It is of great importance that the passages should be such as are stimulative of intelligence and worth remembering. It is a pity to regard the minimum as a maximum. I am in the habit of asking anyone in a class to repeat any other poetry they know beyond the amount prescribed, and I have seldom failed to get such a number of volunteers as surprised the teacher.

Marked difference in merit.

Pity to regard amount prescribed as a maximum.

Geography and history.

Geography is generally reported on as being well taught. Map drawing does not receive quite sufficient attention. Interest in the subject could be aroused, and the knowledge made more permanent by tracing the connexion between locality, physical features, and prevailing industries. History as taught calls for no special remarks. Mr. Walker thinks its value in the lower classes somewhat doubtful. This depends very much on the tact of the teacher in the selection of subjects. Mr. Struthers has some remarks on the concentric teaching of history and geography which are worthy of consideration. In this district we regard the revisal and keeping alive of the subjects of previous years as essential for the higher grant.

Mr. Scougal:—

General improvement.

"In each of the five class subjects the per-centage of departments gaining the higher grant has sensibly increased. Over all the subjects, 86 per cent. of the departments professing these have this year earned the higher award, as against 78 per cent. last year."

Mr. Walker:—

"Almost all the schools take the three subjects of English, geography, and history. In many of them, especially where one teacher has to do all the work, it would be advisable to drop one of them. In two or three schools elementary science is taken as the third subject, and has in these cases been well done.

"In the subject of English more judgment might be shown in the selection of passages, and much more might be made of them in the way of explanation and illustration, linguistic and grammatical. Grammar, indeed, is receiving much less attention than it did when it was necessary to secure a pass.

"Geography is generally satisfactory, as the new class books make it more interesting than formerly. Map drawing, however, still requires more attention.

"History is satisfactory in the higher classes. The value of it, as taught in the lower, is very doubtful."

Mr. Barrie:—

English.

"The recitation shows little improvement. In many cases it is a 'sad mechanic exercise' so far as delivery is concerned. The subject-matter, however, continues to be very carefully and intelligently studied.

Grammar.

"Grammar is in a healthy condition, and, to judge from the results, an adequate amount of time and care is spent upon it. Nor would a greater

amount be misspent, as a high average of intelligence is almost invariably found co-existent with a sound knowledge of grammar.

"Geography and history continue to be carefully taught on the old lines so often commented on, with no noteworthy difference as regards the general results. Geography, history.

"Very good work continues to be done in elementary science in eight schools in which it is taught." Elementary science.

Mr. Dunn :—

"The results under this head continue to be satisfactory. Knowledge of the meaning of words as elucidated by word-building and etymology receives much attention. I sometimes find that the principal reading-book in use has been framed upon a plan of such jejune simplicity as to be but meagrely adapted for the training of intelligence and the acquisition of an English vocabulary. Now the comprehension and mastery of language being an effective test of intelligence, the choice of books carefully reduced to the range of colloquial speech is to be deprecated. Besides, as the ultimate aim of the teacher is to make his pupils capable of reading literary English, the mechanical expertness requisite for this attainment should be developed by appropriate training during a child's entire school life, and should not be forced into a kind of spasmodic activity during the last year or two of his attendance at school. English.

"Grammar and analysis are still somewhat defective. The result is that composition suffers. Not unfrequently a story for Standard V. will begin in this way: *An Arab merchant, who was travelling through the desert. He encountered a band of robbers, &c.* If analysis were intelligently taught, such a blunder would be impossible. While much of English grammar is purely factitious and based upon the analogies of inflected languages, the analysis of sentences, as a kind of logical grammar, is subject to no such disadvantage.

"Two points suggest remark in connexion with the poetry selected for recitation. In the first place, the tendency to choose unsuitable pieces is as manifest as ever. In the younger Standards particularly these pieces are often childishly and even fatuously simple. This is to imply a low estimate of the intelligence of these classes. It may be confidently stated that young children who are receiving a good education have a much keener appreciation of good poetry than is often supposed. Nor is it necessary to select a poem so trivially easy that it will be understood by the stupidest member of the class. Intelligence is not stimulated by what is obvious. It is well for young children to have their memories stored with poems which do not lose their sweetness and their charm, but, as the mind develops, display a more inward beauty and fresh traits of interest. I confess that a painfully verbal analysis of a fine poem seems to me a kind of desecration; "we murder to dissect"; and certainly the attractiveness of such a poem must be very great if it survives the teacher's laborious commentary. The impression which poetry makes upon a child should, I think, be as little encumbered with formal associations as possible. The second point is the prevalent practice of taking the prescribed number of lines and no more. The result of this is that in some cases a mere fragment of a poem is taken, and the meaning, scope, and interest of the poem are lost. The number of lines prescribed by the Code is a minimum, and it is pure pedantry to mutilate a poem in the interest of a literal conformity to the requirements. Then the incessant repetition of a limited number of lines must have an absolutely benumbing influence upon the mind. Recitation.

"Geography may be said to be universally well and successfully taught. I attribute this to the systematic use of outline or blank maps. Rather more attention should be given to physiography. In political geography the connection between the physical structure of a county or district and the habits, industries, and manufactures of the inhabitants should be more generally traced. History and geography.

"History is comparatively neglected. It is frequently omitted as a class-subject, and the knowledge of the subject possessed by the children is acquired from the historical reader in use. The amount of knowledge so acquired is fragmentary, meagre, and uncertain.

"There can be little doubt that without an acquaintance with British history the spirit of patriotism so necessary in a democratic age is apt to lose its appropriate aliment, and neglect of the subject is strongly to be deprecated. Probably the practice of exhibiting the reciprocal relations of history and geography, of teaching history through geography and geography through history, may be found to be the best in result as it is the most rational in method."

Grammar.

Mr. King:—

"I do not know whether this subject is better or worse taught in my district than elsewhere under similar circumstances, but in many schools I have not been fully satisfied with the results, as shown by the annual examination, in respect either of accuracy or intelligence. There are often a few in each class, who answer well, and in some schools a good appearance is made by nearly every pupil, but as a rule the grammatical knowledge of the rank and file leaves much to be desired. Without wishing to tie myself down, or any one else, to a definite system of teaching English grammar, a task which would be *plenum opus aleæ*, I propose to refer to some elementary points, by attention to which I believe that grammar might be more successfully taught to the average child.

"It is now generally recognised that the teaching of grammar should begin with the sentence rather than the word; and the Code now asks for the 'formation of easy sentences' from the youngest standard from which grammar is required. I am convinced that when this 'synthesis,' and not merely the 'analysis' of the sentence, is taken up from the beginning on sensible lines, it makes the teaching of grammar easy, because it calls the child's creative faculty into play, and turns what was a toil into a pleasure. That analysis and oral composition are making progress in this district I gather from the gradual but steady improvement of the composition exercises in the Fifth and Sixth standards.

"If we are to begin with the sentence, it follows that the 'parts of speech' should be taught with special reference to the meaning or function of the word in the particular sentence in which it is used. This appears to be a truism, but there is no doubt that the parts of speech are still frequently taught to some extent by form (for instance, by giving the child to understand that every word ending in -ly is an adverb, and every word ending in -ing is a present participle), and chiefly by arbitrarily impressing on the pupil's mind that such a word is an adverb, and such another is a preposition, much in the same way that the genders of French and German nouns are sometimes taught. That sufficient attention is not attached to the meaning of the word is proved to me by my finding so often that three-fourths of a class are unable to assign to its proper category a word like 'that' or 'but,' which can be one of several parts of speech according to the sense of the passage.

"I have long believed that many Fourth Standards are prematurely introduced to 'full parsing.' In grammar, of all subjects, it is necessary to be sure of the foundation, and from the average Fourth Standard child, especially in a country school, an intelligent knowledge of the parts of speech, with elementary analysis and oral composition, is as much as we can expect.

"When teachers have consulted me with regard to the teaching of grammar, I have recommended them, when commencing 'full parsing,' to spend a good deal of time on the declension of the personal pronouns, of course with illustrative exercises, oral or written. By constant practice on the pronouns, which vary according to person, number, and case, it seems possible to enable the average child to grasp the meaning of these distinctions more easily than by any other method. I wish I could abolish the almost universal practice in elementary schools of attributing person to nouns. I have never heard any logical defence of it, and it involves the great practical disadvantage that the child, being taught to call nearly all the nouns 'third person,' frequently applies the same term to the remaining nouns, and to all pronouns and verbs.

"The systematic teaching of the paradigm of the verb may be advocated, partly for similar reasons to those given for the special teaching of the pronoun, and partly for the sake of those children who are going to learn another language. Failures in the specific subjects of Latin and French, in the

first and second stages, are often largely due to ignorance of distinctions of mood, tense and voice, which should have formed part of the instruction in English grammar."

Mr. Struthers:—

"For some remarks bearing upon this subject see under the head of 'Reading.' It is indeed difficult—and scarcely desirable—to disjoin the consideration of these two subjects, more especially when recitation is reckoned under the head of English, and it would certainly be a convenience if for purposes of grant they could be brought under one head. I have no doubt also that such a combination would conduce to greater unity of method and intelligence in teaching. The teaching of grammar at present suffers very often from too great abstraction and apparent want of purpose, and if its bearing on the reading were kept constantly in view it would certainly gain in intelligence. English.

"I have dwelt in former reports on the frequent contrast of the intelligence of the teaching of English with the want of distribution in the answering, and I have endeavoured to trace this result to inadequate classification. Considerable progress has been made during the past year in dividing standards into higher and lower divisions—in some cases the sub-division has been carried even farther—and I think it scarcely admits of doubt that some increase in thoroughness of work has been the result. But such experiments are only palliatives and thoroughly satisfactory work in the larger classes of town schools can scarcely be looked for till the principle is boldly adopted of making the classification for reading and English entirely independent of the classification for arithmetic. There has been found to be no real difficulty in working this classification in the infant schools and in the junior standards, where it is the prevailing one, and I cannot see that the circumstances in the higher classes are so greatly different.

"It is still the fact that much the best results in English, in this district at all events, are to be found in country schools.

"Such reading as from its clear articulation and correct phrasing enables the listener to follow the sense without effort, and at the same time conveys some assurance that the reader himself understands it, is probably all that can be aimed at in the ordinary reading lesson. But the proper reading of certain forms of literature, poetry especially, demands higher qualities, *e.g.*, some power of conveying or suggesting certain shades of feeling. The full meaning is not a matter of intellect only, but of emotion as well. Reading in this sense is a fine art, and as such is possibly beyond the scope of the work of the elementary school. Still the repetition during the year of the 80 or 100 lines of poetry prescribed, might more frequently be made the means of acquiring something of this higher art. The lines as a rule are repeated fluently and with correct phrasing, but frequently, I may say usually, there is a distinct suggestion of the speaking doll about the performance. In a very few cases where the teacher has taken special pains or is perhaps more than usually sympathetic the results obtained are in every way satisfactory. In such cases one realizes what an enormously powerful instrument of refinement this repetition of poetry may be made and doubts are apt to arise in the mind of an inspector whether he is doing his duty in accepting the ordinary hum-drum style as sufficient. Recitation.

"The amount of poetry prescribed varies in the different standards from 20 to 150 lines, and that as a matter of absolute prescription is probably enough. But the experience of a French friend suggests strongly to me what might be done by little imperceptible efforts daily repeated. During a somewhat lengthened school course he was obliged to commit to memory some 10 lines of verse a day, and as a result he has still at his finger ends a large store of the best French poetry, to say nothing of large extracts from the Latin and Greek classics. Now, four lines a day,—and but for the suggestion of ridicule about it one might even say two lines a day,—with revision might make many a pupil at the end of his school course master of some such choice collection as the 'Golden Treasury' or the 'Lyra Heroica,' a possession to be proud of. Doubtless the faculty of memory is a much abused one in the ordinary school work, but here at any rate is a direction in which its exercise is legitimate.

History. "This subject in an increasing number of schools is taken by boys only. At this result I confess I should not be greatly concerned, were one of the two readers which the girls must profess a well-written and interesting history book. In such cases I have often found that the girls while not professing history as a class subject have acquired a really useful knowledge of the subject from the reading lessons alone. But in certain recent inspections I have been deeply disappointed to find that while a combined history and geography reader was one of the books in use in the class the reading of the girls had been confined to the geography portion alone on the plea that the girls did not take history. Such short-sighted and unintelligent policy cannot be too strongly condemned to say nothing of the fact that it is a breach of the clear letter of the Code.

"The prevalent scheme of history teaching is still that laid down in the Old Code, according to which a certain period of history is studied in one year, while in the following it is completely laid aside and another period taken up. The result is that the laborious work of all but the last year, if not that also, goes for nothing, the very concentration of mind on the work of one year tending to obliterate all knowledge of the preceding. With a view to remedy this defect we have insisted more and more on a certain amount of revision of the work of former years, but that is usually done in a rather perfunctory way as a work of supererogation, and I am convinced that the only really satisfactory way of treating the subject is on what may be called the concentric method. According to that method from the time the pupil enters upon the serious study of the subject he takes up the whole field *in outline*. In each succeeding year he goes over the same ground, but in more and more detail. The result is, or should be, that while he may forget the more unimportant details acquired only in his last year or two the outstanding events of the history of our country will be to him a possession for ever; and, what is almost equally important, they will be placed in their proper perspective. It is essential for successful teaching on these lines that the teacher, or, still better, each pupil for himself, should construct a chronological table which should aid the memory through the eye, with compartments in which the pupil may locate any event he reads about. It is, for example, not particularly important that the pupil should know the date of Shakespeare's birth, but he should at least correlate his life with events of the reigns of Elizabeth and James and not of Queen Anne. In the preceding remarks I have supposed that the historical course proper would begin in (say) Standard IV., and that in the lower classes historical instruction would be given by means of what might be called object or picture lessons on subjects of historical interest. If readers are wanted in the higher classes the volumes of Longman's New Historical Course, which are arranged on the concentric system, are eminently suitable. In at least two schools in the district, Torphichen Street and Armadale Schools, the plan of teaching advocated above is adopted with conspicuous success.

Geography. "The arguments in favour of the concentric method of teaching in the case of history, are equally valid in the case of geography, and need not be repeated. I take it that, as in the case of history, there is no objection to teachers submitting for approval schemes for the teaching of geography differing somewhat from that laid down in the Code if they eventually cover as wide a field. The results of the teaching of geography are in the main highly satisfactory, but in several directions there is certainly room for improvement. It is time, for instance, to speak out about the educational fetish of beginning the teaching of geography in I. with the plan of the school. The very sight of the elaborate plan of a town school with its mysterious markings is repellent to children, teacher, and examiner alike. Much of what they are told about it the children at that age cannot possibly understand and what they do understand, or need to understand, might very well be taught in a single lesson. Instead of that, because geography is a class subject, forsooth, the unspeakable plan is trotted out as the subject of a weekly or bi-weekly lesson for a whole year; and, as if that were not enough, one of the two reading books in use in the class is usually a so-called geographical reader filled with dreary descriptions of the plans of imaginary houses. That book, it must be remembered, forms half of the children's reading for the year. The object of all this teaching is, I suppose, to establish in the child's mind a connection between the map and the reality it

represents, but the gap between the plan of the school and the wall-map of Scotland is far too wide and the object aimed at would be much better attained by a single forenoon's excursion to some point of view in the neighbourhood where the actual places marked on the map could be pointed out to the children and their direction determined by a reference to the sun. There is probably no school in Scotland which is not within easy reach of some point of fairly extensive and varied view. There is no pressing need for beginning the teaching of geography in either I. or II., but if introductory lessons are to be given they should not have a separate place on the time-table, but should only be given occasionally in the time allotted to object lessons, and most certainly I should never advise that a geographical reader of the ordinary type should be taken as one of the class-books for either of these standards.

"Another point is that the geography of any country should never be taught in detail without showing its position with reference to other countries and to the globe as a whole. The position of Scotland, for example, should be shown (1) on a map of the British Isles, (2) on a map of Europe, (3) on the globe.

"A third point is that, while the notion of the earth as a globe should be prominent from the very first, the proofs of its roundness and the phenomena which result from its revolutions might well be left over till (say) the 6th Standard stage is reached. It is true that children in II. often show a wonderful amount of information on these points, but this is forcing knowledge which would spring up more naturally in its proper season.

"Lastly, for practical purposes, a remembrance of many geographical details is not so important as ability to get from a map what information may be wanted. The course of instruction for the highest class ought, therefore, to include one or two excursions in the neighbourhood in which the pupils should be taught to read a map and to understand the use of scales and contour lines. At this stage, too, rather than in Standard I., the plan of the school might usefully come in. The pupils might be set to make a drawing to scale of the playground or its immediate neighbourhood, with the directions properly marked. I know there are difficulties in the way of carrying out the foregoing suggestions as to out-of-door teaching, but under proper safeguards a limited number of such excursions might be recognised as forming part of the regular school work to be registered as such. Nothing would tend more to give reality to school teaching, and I can imagine no better basis for a practical teaching of science in schools, than a regional survey of the school neighbourhood."

Specific Subjects.

Decrease in certain subjects; increase in others.

Mr. Scougal reports a considerable decrease in animal physiology, botany, and geology, subjects which he thinks are better taught as part of a scheme of elementary science. In mathematics and languages he reports a gratifying increase. Mr. Walker points out that few go to the second, and fewer still to the third stage. Agriculture is still a favourite subject in Mr. Barrie's district. A larger number than formerly go on to the third stage in mathematics, Latin, and French. In the leaving certificate examination Wallace Hall Academy has done itself great credit. I subjoin tables from which it will be seen that both in the division and my own district there is an increase on the whole in the number of presentations, though there is in the division a large falling off in domestic economy, botany, animal physiology, and geology, and in the district a similar falling off in domestic economy. In both division and district there is a very gratifying increase in mathematics and languages, but it is still matter for regret that there is little change in the proportion of pupils who proceed to the 2nd and 3rd stages. It will be seen from Tables III. and IV. that of the 8,510 pupils who were presented in 1891, in the first stage of subjects Nos. 1–7, 3,850, or 45·2 per cent., were again presented in the second stage in 1892, and 2,022, or 23·7 per cent., in the third stage. The corresponding per-centages for the previous year were 48·7 and 25·7 respectively.

Increase in mathematics and languages.

Few proceed to the advanced stages.

There is thus a falling away from even the low per-centages reached last year. In languages and mathematics there is a slight falling away in the second stage as compared with last year, while those following out their study to a third year yield practically the same per-centage. The results in my own district are from one to two per cent. lower.

I.—Summary of Specific Subjects.

Southern Division.

Name of Subject.	Total Number presented.		Increase in 1893.	Decrease in 1893.
	1892.	1893.		
Mathematics	2,262	2,650	388	—
Latin	1,796	1,943	147	—
Greek	43	31	—	12
French	2,705	3,189	484	—
German	259	270	11	—
Agriculture	1,472	1,544	72	—
Domestic Economy	5,009	4,934	—	75
Animal Physiology	227	111	—	116
Light and Heat	64	63	—	1
Magnetism and Electricity	117	84	—	33
Chemistry	89	171	82	—
Book-keeping	115	193	78	—
Botany	281	97	—	184
Geology	101	10	—	91
Shorthand	49	153	104	—
Wool, &c.	66	85	19	—
Commercial Subjects	29	22	—	7
Physiology and Ambulance	—	26	26	—
Navigation	—	18	18	—
Totals	14,684	15,594	910	—

II.—Summary of Specific Subjects.

District No. 1.

Name of Subject.	Total Number presented.		Increase in 1893.	Decrease in 1893.
	1892.	1893.		
Mathematics	859	1,016	157	—
Latin	573	624	51	—
Greek	7	4	—	3
French	932	1,163	231	—
German	82	97	15	—
Agriculture	20	5	—	15
Domestic Economy	1,596	1,489	—	107
Light and Heat	64	63	—	1
Magnetism and Electricity	63	72	9	—
Chemistry	64	109	45	—
Book-keeping	56	49	—	7
Shorthand	17	56	39	—
Totals	4,333	4,747	414	—

III.—Specific Subjects.—Division.

Subject.	Number presented in Stage I. 1891.	Stage II. 1892.	Stage III. 1893.
1. Mathematics	1,717	448	112
2. Latin	1,293	421	162
3. Greek	30	8	4
4. French	1,969	655	278
5. German	168	69	25
6. Agriculture	1,076	541	364
7. Domestic Economy	2,257	1,708	1,077
8. Magnetism and Electricity	54	38	41
9. Chemistry	155	22	7
10. Botany	255	122	15
11. Book-keeping	80	65	15
12. Shorthand	17	9	5
13. Wool, &c.	73	34	19
14. Light and Heat	37	15	39
15. Physiology and Ambulance	—	—	4
16. Animal Physiology	389	50	6
(*a.*) Total	9,570	4,205	2,173
(*b.*) Total of Subjects (Nos. 1–7), *i.e.*, those retained in 4th Schedule of Code	8,510	3,850	2,022
(*c.*) Total of Subjects (Nos. 1–5), *i.e.*, Mathematics and Languages	5,177	1,601	581

IV.—Specific Subjects.

District No. 1.

Name of Subject.	Number presented in Stage I. 1891.	Stage II. 1892.	Stage III. 1893.
1. Mathematics	665	187	37
2. Latin	465	127	50
3. Greek	7	—	—
4. French	722	210	103
5. German	53	20	3
6. Agriculture	12	7	—
7. Domestic Economy	650	443	373
8 Magnetism and Electricity	38	38	41
9. Chemistry	136	20	7
11. Book-keeping	49	51	15
14. Light and Heat	37	15	39
(*a.*) Total	2,834	1,118	668
(*b.*) Total of Subjects 1–7 (*i.e.*, those retained in 4th Schedule of Code)	2,574	994	566
(*c.*) Total of Subjects 1–5 (*i.e.*, Mathematics and Languages)	1,912	544	193

All the schools under the Edinburgh Board except four are now provided with cookery rooms, and it is hoped that before long that some provision will be made for these four.

Mr. Scougal :—

Decrease in total presentations.

"There is little to note this year under the head of Specific Subjects. The total number presented is considerably smaller than it was last year, the decrease occurring chiefly in animal physiology, botany, and geology.

Science subjects.

Experience has made it plain that science subjects such as these, in so far as they can be taught to children in the standards, find their proper place as part of a well-considered scheme of elementary science as a class subject, and not among the specific subjects.

Mathematics and languages.

"In mathematics and languages there is a decided increase in the presentations, with a slight fall in the per-centage of passes. The number presented in the *second* and *third* stages of these subjects has increased from 162 to 222, that is fully 37 per cent. I anticipate that under the influence of the schemes of the County Committees on secondary education, there will be a marked further increase of the work in these two stages within the next few years."

Mr. Walker :—

"On the whole there is an increase of 169 presentations and 191 passes. Shorthand is a new subject taught in two schools. There is a decrease in all the subjects except mathematics, agriculture, and domestic economy. The numbe presented in agriculture has increased by 116 per cent. The explanation is that last year the County Council took the matter in hand, provided for the instruction of a large number of teachers by a very competent master, and paid their railway fares out and in on the Saturdays.

"Greek and German are taught in four schools each; botany, book-keeping, and commercial subjects in single schools.

"A glance at the table (Appendix No. 1), will show that the number proceeding to the second stage of any subject is comparatively small, and to the third, smaller still. The proportion of failures is greatest in the 1st stage, as there is a tendency to present whole classes without much consideration of their fitness.

"The failures in the languages are due to want of thorough drill in the elements, and in mathematics to inability to apply the principles derived from the first fifteen propositions of Euclid to the working of easy deductions.

Cookery.

"Cookery is taught in only a few of the larger town schools. All the schools under the Perth Board have now properly equipped rooms on their own premises in which the subject is taught by their own teachers who have qualified for the purpose. This method, besides saving the time formerly spent in going to and from a place in the town which was at a considerable distance from some of the schools, has many obvious advantages."

Mr. Barrie :—

Higher subjects.

"The total presentations in specific subjects show a very slight decrease on those of last year, but there is a gratifying increase in the number of scholars presented in the third stage of mathematics, Latin and French.

"Wallace Hall continues to maintain a pre-eminent position amongst the schools of the district for the amount and excellence of the advanced work accomplished in mathematics, classics, and modern languages. This is well borne out by the results of the leaving certificate this year, when it gained nine honours certificates and a large number of higher grade. Among several of the schools doing a very creditable amount of higher work Castle Douglas School deserves to be specially mentioned for the excellence of its French and German.

riculture.

"Agriculture is taught with increasing precision and corresponding fullness of results in examination. This is due to the more thorough study of the subject by the teachers themselves at either local or university centres. There may be some difference of opinion as to which course of study is preferable, but no inspector in an agricultural district can have any doubt as to the educational value of the subject however acquired by the teacher. Farmers, as

a rule, are inclined to question its practical value, but even they will admit that it makes for more thinking among a somewhat unthinking class of workmen. For them it may become a veritable science of common things.

"There is a falling off in the number of presentations, but domestic economy continues to be taught in the same schools and on the same lines as formerly. It might be made, like agriculture for boys, a science of common things for girls, but as a matter of fact it has seldom been made so. It receives, however, due attention so far as a mastery of the text book is concerned. Domestic economy.

"Cookery makes little headway—a result due apparently to a strong feeling in some quarters that school girls are too young to profit by it. In most of the town schools, however, it continues to be taught successfully—notably in Langholm and Dryferdale where the classes are under the charge of teachers appointed on account of their special qualifications for this particular work." Cookery.

Pupil-Teachers.

The results of the examinations of pupil-teachers compare unfavourably with those of former years. This is due to several causes, more difficult arithmetic, weakness in algebra and French, but perhaps more to insufficient time for dealing with the additional subjects algebra and French for girls. The afternoon paper for girls, which, with the comparatively recent addition of needlework and school management could with difficulty be overtaken, is by the further addition of French made practically impossible for the average girl with anything like due care. Similar remarks, but with somewhat less force apply to the boys' paper. Results not so good as formerly, due probably to short time for examination.

It seems to me that the time has come for making the examination extend over two days. To overtake all the subjects in one day of six hours—and for candidates who come from the country and must return by a certain train longer time is not available—necessarily involves undesirable hurry. The greater deliberation that would result from spreading the examination over two days would besides give better preparation for the final examination in July, which has proved disastrous to a good many. Mr. Walker finds the number steadily decreasing, and it is in many districts very difficult to get male candidates. Suggestion as to extension of time. Decrease in number of male candidates.

I have not heard that the example set by Glasgow of setting apart three hours every day during which pupil-teachers do not teach but are taught has been to any large extent followed. The position taken by the pupil-teachers in the Edinburgh Board Schools at the Midsummer examination is very high. Of the 57 candidates of both sexes, 33 passed in the first, 16 in the second, and 6 in the third class. This excellent result is doubtless due to the pitch of the examination which candidates must pass before being presented for apprenticeship, and corresponds with the number who passed well or fairly at the annual examinations. Success of Edinburgh candidates at Midsummer examination.

Mr. Scougal :—

"Judged by the statistics of the grants under Article 19 E., the work of the pupil-teachers would seem to have fallen off considerably during the year. The number examined in the *first*, *second*, and *third* years was 20 males, and 116 females. Of these, 43, or 31·6 per cent., gained 60*s.*; 67, or 49·3 per cent., gained 40*s.*; and 26, or 19·1 per cent. gained no grant. This represents, in comparison with last year's results, a falling off of 10 per cent. in the number gaining the higher grant, and an increase of nearly 12 per cent. in the number failing to earn grant. But it would be a mistake to conclude that the work of the pupil-teachers generally has deteriorated to the extent represented by these changed per-centages. The difference has arisen almost entirely from failures of female pupil-teachers in arithmetic and algebra. The questions set in these subjects were evidently quite beyond the capacity of a good many of the candidates, while a very large number were able to make only one half or a little over one half of the full marks. Many of the girls, too, have as yet Statistics show a falling off in the pupil-teachers' work. This accounted for.

made an exceedingly poor job of the French now set as part of their written work at the collective examinations. As regards the work of the pupil-teachers in all other respects, my impression is that general improvement is noticeable."

Mr. Walker :—

"The number is steadily decreasing, and it is becoming more and more difficult to get suitable boys for the work. The diminution is doubtless due to the great supply of female assistants and ex-pupil-teachers who can be had at a very cheap rate. The recent change in the time and place of examination at the end of the apprenticeship has tended very much to increase the latter class. The balance will doubtless soon be restored by a rise of salary in the case of qualified male assistants and a consequent addition to the number of candidates."

Music.

Mr. Walker :—

"Singing is taught in nearly all the schools, and in the great majority from notes according to Curwen's system. The songs are not always well selected, but the performance is generally satisfactory. There is still, however, room for improvement in the quality of the voices. The lower register is by far too much used, and the effect to a trained ear is very unpleasant. The modulator tests are in almost all cases well done, but the ear tests have not received the attention they deserve. Kinnoull Public School may be mentioned as an example of what may be done by an able and enthusiastic teacher. The music is of a high class; the voices are well trained and well balanced; the modulator and ear tests are done by the whole class with unfailing accuracy. A psalm tune which they had never heard before, containing some modulation and rather difficult intervals, was written on their slates by the senior division, some 80 in number, from the notes played in ordinary time on the harmonium. Then, after each of the parts was played a second time for correction of errors, it was sung by the whole class without a mistake."

Mr. Barrie :—

"Singing by note continues to make steady progress. As in former years the time tests are the chief stumbling-blocks. One finds simple time tests marked by want of precision when fairly difficult ear tests are rapidly and accurately caught. Of course all teachers do not sing equally true at all times, and the result is perplexity in the class whose ears may be truer than their master's voice. A well-tuned instrument obviates this difficulty, and seems to be conducive to the more precise development of voice and ear."

Mr. Dunn :—

"The results continue to improve from year to year. The old notation is practically universal; and I am confident that many of the teachers must have been themselves surprised at the ease, fluency, and accuracy with which musical sentences in that notation are read at first sight. I would specially mention Kirkcaldy Burgh and West Newport, Ferryport-on-Craig, Pittenweem, and Leven Public Schools.

"Not a single grant for singing has been refused where claimed. The defects still prevalent are as follow :—Rough intonation of the boys' voices, unscientific assignment of parts in singing—the girls taking the treble and boys the alto so-called, want of expression, neglect of voice-training exercises, and a tendency to flatten. Large and unwieldy singing classes, especially when massed in a room of insufficient size, are incompatible with refined and melodious singing.

"In some schools solos and duets are given with no small success. I may mention Strathmiglo and Largo Durham Public Schools in this connexion. The advantage of these forms of singing is sufficiently obvious. For one thing they supply a model for imitation by the rest of the class.

"I think that pieces exhibiting greater elaboration and involution of musical form may now be safely introduced into many of the schools. Such com-

position as 'I know a Bank,' 'All's well,' 'Shepherds, tell me,' 'Foresters, sound the cheerful Horn,' might easily be rendered, with the assistance of the teaching staff. But, of course, a popular song well sung is infinitely more satisfactory than a more ambitious piece of music imperfectly rendered."

Infant Schools.

Continued improvement generally.

I am glad to be able to report as last year continued improvement in infant teaching. Kindergarten work is being more largely introduced, and organised recreation in the shape of musical drill and games, more complete classification and greater attention to object lessons are becoming more general. Much of this is the outcome of the ideas of the infant mistresses who deserve great credit for fertility of resource in devising amusements which not only do not retard advancement in the ordinary subjects, but cause them to be taken up with spirit and intelligence, and make school life a pleasure.

Mr. Dunn :—

"I have so frequently submitted observations upon this department of school work that detailed criticism is unnecessary.

"As a rule the work is well done, and in a few cases admirably. I may mention St. Andrew's, Anstruther Easter East, and Townhill Infant Schools as specially meritorious.

"Kindergarten in a limited and selective form is a very common feature of infant instruction. It is an undoubted relief to the severe strain and monotony of the elementary work; but I should consider it a matter for regret if the adoption of the system maimed or trammelled the teacher's own initiative and originality of resource. The primary impulses and spontaneous amusements of children are patent to all observers, and the teacher's task is to give scope to the former and to organise the latter in a well regulated and artistic way. I hope it need not be assumed that in this department of infant school work Germany has said the last word."

Mr. King :—

"I am glad to be able to report a steady advance in the results obtained in the larger infant schools in my district. I find that the discipline is improving year by year, that the children are better classified, and more carefully instructed in the elements, that object lessons are more numerous, better illustrated, and more intelligently given, and that a larger amount of time is devoted, very profitably, to organised recreation in the forms of singing, musical drill, school games, and kindergarten. It does not follow that there is not yet room for improvement; for very few of the infant schools in this district are as good as many in Edinburgh and Glasgow; but it is gratifying to note that considerable progress has been made. Epidemics have interfered greatly with the attendance of the younger children in the border towns during the past year, and, had it not been for this circumstance, I should probably have been able to recommend a larger number of 'excellents.'"

Mr. Struthers :—

"The condition of the infant schools is one on which the mind dwells with satisfaction. The name is, in some respects, a misnomer, inasmuch as the infant schools in this district almost invariably include Standard I., and so provide for the education of children up to the age of eight. The line of development in these schools has been remarkably uniform. Year by year the curriculum has been broadened and an increasing proportion of the available school time has been given to subjects other than the three R's. In several the whole of the afternoon meeting is systematically given up to subjects such as object lessons, musical drill, games, and various kinds of kindergarten occupations. In one the mistress, with what I think creditable boldness, has conducted the teaching of the five-year-olds on entirely kindergarten lines. This movement, I need hardly say, is a spontaneous one on the part of the

teachers. It is not the outcome of Code requirements or of any special pressure on the part of Inspectors whose attitude has been mainly one of observation. In the movement we may find a very effective reply to those who argue that the tendency of human nature being to do no more than is required of it a certain Code prescription is necessary to proficiency. At all events that is not the case with teachers in the infant schools. Pure professional interest leads them to undertake voluntary work which makes considerably greater demands on their ingenuity, judgment, and resource than the routine teaching of the three R's.

"What is the result of this widening of the curriculum? This question may be considered from two points of view: (1) Its effect on the teaching of the three R's; (2) the educational value of the extra subjects introduced. As regards the first, it might be expected that there would be some falling off, if not in quality, at all events in the amount of work done in a given time. Some such falling off might, indeed, be held to be more than compensated for by the collateral advantages. As a matter of fact, mistresses in proposing an alteration in the time-table which would reduce the amount of time given to ordinary subjects have expressed a fear that they would not be able to show the same advancement as formerly. Accordingly, during the past year, my attention has been largely directed to ascertaining the effect on ordinary subjects of the widened curriculum, and, as a result, I have no hesitation in saying that as great advancement as ever is shown while the work done is considerably more intelligent.

"As to the second point, the educational value of the extra subjects introduced, the following are the points that strike one:—The education given is more all round, inasmuch as not only are the purely mental faculties, if there are any such, of the children exercised but bodily training receives some attention. Still more the power of the will over bodily movements is strengthened, and the child becomes more capable of expressing itself in action as well as in thought. Most important of all is the increase of energy which results from the natural exercise of the child's faculties. Children take a natural delight in movement and in making things, and when these propensities are satisfied there is an enhanced pleasure in school life and a resulting energy which carry them triumphantly through what are possibly less agreeable occupations. Progress in a given subject is not necessarily commensurate with the amount of time per diem given to it. As much progress may be made in half the time provided that the children enter upon the lesson with zest, that the freshness of interest be maintained, and that routine methods and vain repetitions be avoided. Children of five to seven years of age cannot really profit by instruction for four hours a day in the three R's only. Supposing that no other suitable occupations could be provided for them in school it would be better that they should spend half the time in the playground.

"When we are brought face to face with such highly satisfactory results in the infant schools, the question naturally arises, Are the so-called infant school methods suitable only for infant schools, or are they valid universally? Is there any reason to suppose that the method of education which produces such good results in the case of children aged from seven to eight would be unsuitable for children of eight or nine years? I cannot but think that if object lessons, drill, and hand and eye training were systematically introduced into the higher standards, and the time devoted to the standard subjects in consequence considerably reduced, not only would the results from the general point of view of education be better, but the quality of the work done in the standard subjects would also be improved. I do not mean the perfunctory addition of these subjects for an hour a week, or the practice of them for a short time immediately before inspection, but the making them an integral part of the work of every day, of equal importance with any other subject. That improvement I should hope for, not so much from the inherent educational capabilities of any of these subjects as from the change in the point of view which their introduction would effect. Each subject would be regarded not so much as an end in itself but rather as a means towards the general education of the child, that education if successful resulting in increase of intelligence, greater power of initiative and independent thought, better control, increased energy, and greater capability of action. Their

introduction would help to substitute the internal stimulus of interest as the motive power of education for the external stimulus of compulsion, and would foster the productive rather than the receptive attitude on the part of the children.

"For this reason I am inclined to regret the separation of the infant school from the juvenile school for purposes of examination. That division has served a useful purpose in providing a ring fence within which educational principles might take root and flourish unimpeded by utilitarian or pecuniary considerations, but it has tended to obscure the essential unity of the method of education, and I should be glad to see it now done away with and to have the school work assessed as a whole, regard being had to all its aspects, including class, standard, and extra subjects.

"The age at which children leave the infant school is steadily rising, and this fact may at first sight seem to be out of accordance with the view expressed above as to the progress made in the infant schools. Two things, however, have to be borne in mind. The first is that dull and irregular children who would have to fall behind their classmates at some stage or other of their school course are more usually kept back at this stage, so that their progress when they enter the juvenile school may be at the standard a year rate. Second, the higher division of Standard I. in an infant school often shows what are practically Standard II. attainments."

General Observations.

The Junior Division of the School, Exemption Standard, Discipline, Drill.

Discipline.

Under the head of discipline two points occur to me as worthy of notice, viz., audible answering and corporal punishment. I am convinced from almost daily experience that there is no part of school work in which there is such a lamentable waste of time and teaching power as in accepting individual answers to questions in which the whole class ought to have an interest, and would have it, if they could only hear. The fundamental idea of class teaching, viz., that the class must be steadily regarded as *one individual*, is too often forgotten. I hold it as an axiom that in ordinary circumstances every child should hear every word that every other child says if the teaching power is to be fully utilised. But besides the waste of teaching power, indistinct answering interferes seriously with sustained attention and consequent quietness. Finally, it is simply a bad habit which can be cured if the teacher resolves to cure it. I never recommend the higher grant for discipline where indistinct answering is a prevalent feature of the school.

Waste from indistinct answering.

Where prevalent the higher grant not recommended.

Corporal punishment.

The other point is corporal punishment. During visits of inspection this is practically unknown, but at visits without notice I have not unfrequently seen a vigorous and possibly a necessary employment of the tawse, but I have good reason to believe that it is too often had recourse to as the shortest, but surely the coarsest and least effective, means of maintaining discipline. I hope the cases are few in which one figure wrong in a sum is visited with one stripe, two with two, and so on. This is obviously demoralising to both teacher and pupil, and merits the very strongest condemnation. While I by no means advocate the abolition of corporal punishment, I think it should be kept as a reserve of force for extreme cases, and ought never to be inflicted except when it is meant to be distinctly severe and memorable. Head masters of large schools should regard it as a very important part of their supervision to know under what circumstances their staff use this power of punishment. When punishment is frequent it is not that the children are naughty but that the teacher is injudicious. Of one thing I am sure, that he is the best disciplinarian who punishes least.

Best disciplinarian punishes least.

Mr. Dunn:—

"As regards the attainments of Standards I. and II. it is not to be forgotten that the average age of the children in these standards is more advanced than under the former system of classification and examination. It will frequently be found that half or more of Standard I. are eight years of age; and what would have been surprising under the previous *régime* is in reality barely normal. There is no desire to over-drive the children, and the extra time spent in Standard I. is often usefully and wholesomely so spent; but, on the other hand, the new Code was not designed to retard by a year the progress of the children through the standards. This is one of the considerations which go to form a general estimate of the efficiency of a school. While the new Code does not fix age limits for the several standards, and all reasonable allowance may be made for the circumstances of individual children, we are not, I think, entitled to assume that the requirements for children of seven years of age defined under the former system of examination were exorbitant, miscalculated, or oppressive. The only evil inherent in the system was the inducement it offered to secure by every means a pass for those children whose mental or physical disabilities prevented them from attaining the required degree of proficiency unless by an injurious amount of pressure.

The Exemption Standard.

"While the results of school instruction taken in the aggregate must be pronounced very good and indicative of zeal, industry, and ability on the part of the teachers, it should not be forgotten that the children during the greater part of their school career are very young, and in ordinary circumstances are still very young when they pass the 5th Standard. The consequences accruing are numerous, and all regrettable. For example, except for factory work, the children after passing the 5th Standard at the normal age are too young and physically too feeble to be of much use for labour. As a result they run about the streets for a year or two, finding casual and intermittent employment, but in the interval losing very much of what they had learned at school, and acquiring instead a *gaminerie*, which, apart from its demoralising effect, renders them indisposed for the self-restraint, subordination, and steady industry which all regular employments demand. Even when the boys find work at the factory after obtaining a labour certificate, they prove themselves, as I am frequently assured, unruly, turbulent, and mischievous. While the influence of evil example undoubtedly operates, and the adult workers are often careless of the effect of their language and conduct upon very young lads, it appears to me that the dominating cause for this absence of a proper *morale* is to be found in the mental and moral immaturity of the boys when they leave school. They are launched into active life before the instruction and the moral impressions which they receive at school have had time to penetrate deeply and become interwoven with their mental fibres. The plasticity which rendered them susceptible of intellectual and moral training is equally apt to receive the mould of another environment which in its main characteristics is a reversal of the principles of school life. It is no exaggeration to say that the process of education stops at the 'psychological moment' when the effects of education are on the point of acquiring stability and permanence.

"Almost every one admits the general correctness of this view, and if Standard VI. were legally established as the standard of exemption, the change would be hailed with almost universal satisfaction. It is very much to be desired that the school boards should approach the Government in a collective capacity and make such representations as should bring the question into maturity for legislative action. Fortunately it is not a party question, and the only general opposition likely to arise would be from parents who are anxious to exploit their children.

Discipline.

"In most respects discipline is highly satisfactory throughout the district. The finer moral elements which are comprised within the idea may be said to be even more conspicuous than its more formal and mechanical constituents. For example, honesty at the written work is universal, but the assembling and dismissal of classes are sometimes noisy and disorderly. In one or two cases this state of matters has resulted in a reduction of the discipline grant. I must again call attention to the necessity for insisting upon clean hands and

faces. Not unfrequently girls, tidily dressed and otherwise clean, have long and dirty nails. The female teachers in a school might very suitably refer to such matters and should also at intervals examine the girls' offices.

"In large schools the assembling and dismissal of classes demand something like military regularity and uniformity of movement. In this way absence of noise and confusion is secured. In one school (Dunfermline, Queen Anne Public) the children when marching into and out of the playground keep step to a song which they sing in unison. This has a very pleasing effect, and certainly relieves the monotony of ascending and descending two or three flights of stairs. In other schools, a lively march is played upon the piano. In a word, irregular and promiscuous movements of classes are out of date.

"There is no doubt that military drill, as taught in very many schools has a valuable effect in giving precision, order, and activity to the school *régime*. In this connection the West School of Kirkcaldy calls for special praise. The janitor has organised a flute band to accompany the drill movements, and finer evolutions I have rarely seen on a playground.

"I am strongly of opinion that some form of physical training corresponding to the drill-exercises for boys should be provided for the girls. In a few schools the girls in the juvenile school receive musical drill with great advantage."

Drill.

Mr. Walker:—

"Musical drill is taught with very good effect in the junior departments of most of the large schools, and in one or two of the smaller schools. There seems no good reason except want of time for its not being used to a much greater extent in small schools. Military drill is confined to a few of the larger schools. The Perth Board Schools have substituted for it in the senior classes a very good system of physical drill by a competent master, time being kept and precision attained by a musical accompaniment.

"Kindergarten exercises are practised in most of the large town schools."

Evening Schools.

Effect of Evening School Code salutary.

The Evening School Code has given a very hearty impulse in the direction of a larger number of schools and increased attendance. In my own district the increase has been so considerable that I have for the first time since I came to Edinburgh taken any share worth speaking of in the actual inspection of them, my assistants being both able and willing to overtake them all. This year that was no longer possible. Mr. Struthers and I have accordingly taken a share in the work, and we have both been most favourably impressed, not less with the fidelity and skill of the teachers than with the discipline, earnestness, and spirit of work shown by the pupils, the most of whom after being more or less busily employed during the day attended during four nights a week with the most praiseworthy regularity.

Mr. Crombie has supplied me with the following remarks:—

Results show advance.

"The results in the evening schools of last year clearly indicate advance in attendance, in character and extent of curriculum, and in general efficiency. It may be averred that the evening schools in the city were, from the increased and enlightened attention bestowed upon them by managers, rapidly developing all the resources possible under the conditions of the Code regulations. Indeed, so far as the preparation and successful carrying out of schemes of study went, they had been anticipating the liberty to specialise, so freely granted in the Evening Schools Continuation Code, since issued by the Department.

Increase in schools.

The current year has witnessed a remarkable increase in the number of country evening schools. Under the stimulus of the generous conditions of the Continuation Code nine new schools have been opened in the district, now making a total, including the city schools, of twenty-eight. Very successful work has been done generally, and in a considerable proportion of the schools

the attendance has been remarkably regular. The most striking feature, common to nearly all, is the spirit of earnest work which generally pervades. Actual results as tested by examination vary, being largely dependent upon the previous school history of the pupils, but the desire to learn, and the relative progress made, are both much in evidence.

Intelligence in methods.

"Teachers are, it would seem, deriving much benefit from the increased opportunities afforded them of devising and practising methods of instruction applicable to the more mature years of their pupils. It was no uncommon occurrence to find the desire to read stimulated by the employment of such a magazine as 'The Strand' or a standard work like 'Westward Ho.' In one city school the teacher through his own efforts got together a small library, and secured the hearty co-operation of his class by inviting them to bring, for the purpose of lending to the others, interesting books which they had read and enjoyed themselves. In the same school, voluntary exercises in composition to be done at home were almost without exception done by the whole class. The majority of the city schools have been supplied with an optical lantern, and the instruction in geography has thereby become most interesting, effective, and probably permanent. The method employed varies, but the one usually adopted is to give a demonstration with the lantern on the country under study the one night, to be followed by a lesson with the map over the same field the following night.

"Arithmetic is still the subject which yields the least encouraging results. In a few schools the classes are well classified, and sound work is done, but this is not so universal as it ought to be. Mental operations exemplifying the rules explained should be much more generally practised.

"Composition is usually taught on the same lines as in the day school. What the lads need is ability to express clearly and accurately what comes under their own observation. For this purpose the exercises in composition might utilise the matter furnished by other special subjects studied by the class. To describe clearly, fully, and accurately, for instance, an experiment in a scientific subject performed in their presence would be a very satisfactory exercise in composition, a great aid to clear comprehension, and a stimulus to accurate observation.

"Very satisfactory results are generally obtained in the numerous special subjects found in these schools, and notably in book-keeping. Shorthand, another popular subject, is well taught in the city schools, but the amount of work overtaken in several of the country schools was somewhat limited."

Mr. Scougal:—

"The following is a summary of Mr. Black's notes on the evening schools examined by him:—

Results of examination.

"'The same three evening schools were again examined this year. All showed a considerable increase in the numbers presented. The total in standards was 234, and of Ex-VI. pupils 150.

"'The total presentations in specific subjects numbered 519, distributed thus:—Mathematics, 53; French, 30; German, 9; magnetism and electricity, 289; shorthand, 19; book-keeping, 119.

"'The results over all were quite up to their former high level.'

Continuation school and science college work in Leith.

"In regard to the important and interesting evening (continuation) school work carried on in Leith, the clerk of the school board has kindly sent me the following valuable notes and remarks:—

"'Taking the figures for November, as in previous years, the number on the roll, not including the Science College, is 680, with an average attendance of 448; as compared with a roll of 584, and an average attendance of 445, last year. Two new schools of this description have been opened since the session began, making now five schools in all. In addition there is the Science College, with a roll of 615, and an average attendance of 487, as compared with a roll of 653, and an average attendance of 543, last year . . . . . There is no real falling off in the attendance. The diminished number is caused by the method of calculating the average attendance under the new Code. Dullness in the shipbuilding engineering, and kindred trades has been the chief cause of the diminished roll of the Science College.

"'As showing how these classes have increased during recent years, I may mention that in November 1887 there was only one evening school under the board, with 70 scholars on the roll, and an average attendance of 45, all being instructed in "the three R's" only. Now there are 1,380 on the roll and 1,005 in average attendance, only a small number of whom are below Standard VI. In 1887 there was not a single evening school student examined in subjects under the Department of Science and Art. In May last there were 340 so examined. Owing to the changes that have recently occurred in these examinations and in the payments on results, all evening students working under the Science and Art Department's rules are now concentrated in the Science College. It is too soon to say anything yet of the effect of the New Code, except that it has been received with a considerable amount of favour, and that it is hoped that it will stimulate evening school work.'" Six years' progress. The New Code.

Mr. Barrie :—

"Only two evening schools were examined during the year, but each had done good—indeed excellent—work, considering the circumstances of Code and place. One was a purely rural school, the aggregate number of miles walked to which in dark winter evenings over bad roads would astonish town-dwellers. The other was in a small town, and was set agoing by the board at the request of a deputation of young men desirous of mental improvement.

"The New Code for continuation evening schools should increase the number both of schools and of scholars. It is broad and flexible enough, certainly, to suit all local requirements, and it offers, what the former Code lacked, points of attraction for young men and women whose school education has grown rusty, but who have at the same time outgrown the desire, if not the need, for it, and are reaching out for more stimulating mental pabulum. The fault will lie with localities now if the school education of the masses ends with the 5th Standard of the elementary school."

Deaf Mute and Blind Schools.

Of the two schools belonging to this class, one for deaf-mutes, the other for blind children, I have nothing but good to say. Both continue to be conducted with the singular patience and devotion to duty which I have always recognised as a characteristic of such teachers.

School Libraries and Museums.

These are, I am glad to report, on the increase. Musical entertainments are given from time to time by the singing masters and the pupils of the various schools. The money received for admission is expended on pictures for the school-room or on books for the library.

Manual Instruction and Laundry Work.

Systematic instruction in wood-work has been given in five of the Edinburgh board schools, and will shortly be commenced in other two. A grant for laundry-work has been earned in one school, and provision is now being made for the teaching of it in another.

Mr. Crombie has, under great pressure, owing to the resignation of Mr. Gunn, drawn up the tables of statistics with characteristic care and accuracy. I have pleasure in recording hearty thanks to my whole staff for loyal co-operation in the work of the past year.

I have the honour to be, &c.

John Kerr.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TABLE I.—Specific Subjects.

No. of District.		No. 1. (Dr. Kerr.)					No. 2. (Mr. Scougal.)					No. 3. (Mr. King.)				
		Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.
No.	Name of Subject.	1.	2.	3.	Total.		1.	2.	3.	Total.		1.	2.	3.	Total.	
1	Mathematics	715	185	32	932	83·9	273	91	17	381	80·0	155	41	6	202	72·7
2	Latin	366	106	43	515	71·0	114	33	19	166	77·0	160	53	15	228	81·6
3	Greek	—	4	—	4	100·0	2	—	—	2	100·0	1	1	—	2	50·0
4	French	691	263	95	1,049	78·9	239	37	16	292	85·0	226	59	24	309	77·6
5	German	81	13	3	97	69·0	64	1	8	73	71·0	10	4	1	15	86·7
6	Agriculture	5	—	—	5	100·0	67	49	16	132	75·0	49	29	38	116	81·9
7	Domestic Economy	477	514	302	1,293	90·2	384	143	130	657	78·0	153	84	98	335	77·3
8	Light and Heat	18	6	39	63	76·1	—	—	—	—	—	—	—	—	—	—
9	Magnetism and Electricity	15	16	41	72	87·5	12	—	—	12	33·0	—	—	—	—	—
10	Chemistry	80	22	7	109	77·0	—	—	—	—	—	34	—	—	34	55·9
11	Book-keeping	21	13	15	49	85·8	12	—	—	12	75·0	69	1	—	69	94·2
12	Shorthand	52	4	—	56	87·5	—	11	—	11	82·0	—	2	3	5	100·0
13	Geology	—	—	—	—	—	—	10	—	10	100·0	—	—	—	—	—
14	Botany	—	—	—	—	—	—	—	—	—	—	25	31	—	56	89·3
15	Wool, &c.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16	Commercial Subjects	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	2	2	100·0
18	Physiology and Ambulance	—	—	—	—	—	22	—	4	26	81·0	—	—	—	—	—
19	Navigation	—	—	—	—	—	18	—	—	18	33·0	—	—	—	—	—
	Totals, 1893	2,521	1,146	577	4,244*	82·5	1,207	375	210	1,792	78·3	882	304	187	1,373	79·8
	Corresponding totals, 1892	2,704	1,118	511	4,333	86·3	1,181	552	181	1,914	79·9	725	400	127	1,252	79·6

* 503 additional presentations were to have been made in schools paid under Art. 10.

TABLE I.—Specific Subjects—*continued.*

No. of District.		No. 4. (Mr. Barrie.)					No. 5. (Mr. Dunn.)					No. 6. (Mr. Walker.)				
No.	Name of Subject.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.
		1.	2.	3.	Total.		1.	2.	3.	Total.		1.	2.	3.	Total.	
1	Mathematics	234	104	28	366	90·7	304	86	12	402	81·6	214	52	17	283	86·2
2	Latin	131	60	36	227	92·1	384	92	29	505	83·7	126	47	20	193	65·8
3	Greek	1	5	2	8	100·0	7	1	1	9	100·0	—	5	1	6	50·0
4	French	286	121	58	465	88·3	364	106	48	518	86·3	287	118	37	442	84·3
5	German	13	6	7	26	100·0	17	15	5	37	86·5	16	5	1	22	100·0
6	Agriculture	465	276	236	977	91·5	17	5	16	38	86·8	174	44	58	276	90·2
7	Domestic Economy	446	328	265	1,039	89·8	418	163	37	618	85·9	412	139	245	796	85·5
8	Light and Heat	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
10	Chemistry	22	6	—	28	92·8	—	—	—	—	—	—	—	—	—	—
11	Book-keeping	49	6	—	55	92·7	—	—	—	—	—	6	2	—	8	100·0
12	Shorthand	10	—	—	10	100·0	11	—	2	13	100·0	58	—	—	58	96·5
13	Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Botany	—	—	15	15	100·0	—	—	—	—	—	22	4	—	26	100·0
15	Wool, &c.	41	25	19	85	96·4	—	—	—	—	—	—	—	—	—	—
16	Commercial Subjects	—	—	—	—	—	—	—	—	—	—	13	9	—	22	74·2
17	Animal Physiology	23	67	4	94	96·5	15	—	—	15	100·0	—	—	—	—	—
18	Physiology and Ambulance	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
19	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals, 1893	1,721	1,004	670	3,395	90·8	1,537	468	150	2,155	85·1	1,328	425	379	2,132	84·6
	Corresponding totals, 1892	1,830	1,122	482	3,434	91·3	1,160	426	202	1,788	85·4	1,181	587	195	1,963	87·3

SUMMARIES FOR DIVISION.

Class Subjects.

Class Subject.	Number of Departments.				Approximate Per-centage of Number of Departments.		
	Paid at			Total No. exa-mined.	Paid at		
	2*s.*	1*s.*	0.		2*s.*	1*s.*	0.
English	670	158	4	832	80·5	19·0	·5
Geography	715	100	10	825	86·6	12·0	1·2
History	433	78	10	521	83·1	14·9	2·0
Elementary science	52	2	—	54	96·3	3·7	—
Needlework	155	15	—	170	91·1	8·8	—

Summary of Results under 19 A., B 1, and E.

—	—	Approximate Per-centage of whole.
Organisation and discipline:—		
Number of departments inspected	1,009	—
„ „ reported excellent	872	86·4
„ „ „ good	137	13·6
„ „ „ below good	—	—
Singing:—		
Number of departments paid at 1*s.*	792	78·5
„ „ „ 6*d.*	190	18·8
„ „ receiving no grant	27	2·7
Children under Standard III.:—		
Number of departments classed excellent	273	27·1
„ „ „ good	690	68·4
„ „ „ fair	44	4·3
„ „ „ below fair	2	·2
Children over Standard III.:—		
Number of departments classed excellent	109	13·7
„ „ „ good	564	71·1
„ „ „ fair	110	13·9
„ „ „ below fair	10	1·3
Gratuities to pupil-teachers:—		
Number of pupil-teachers awarded 60*s.*	335	43·3
„ „ „ 40*s.*	285	36·8
„ „ „ 0	154	19·9

General Report, *for the Year* 1893, *by* R. Ogilvie, Esq., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Western Division of Scotland.

My Lords,

I have the honour to present to your Lordships a report of the schools inspected by myself and my colleagues in the Western Division of Scotland.

The limits of the division and the staff of inspectors and assistants remain the same. There has been an appreciable rise in the average attendance and a corresponding enlargement of accommodation. In addition to the elementary instruction, which under freer conditions is steadily gaining in elasticity, secondary and technical subjects have engaged increased attention. There is a growing feeling that the structure of national education, though sufficiently strengthened at its base, must be carried higher to suit the spirit and wants of the times. The prospective subsidy available from the so-called equivalent grant has given an impulse in this direction, and signs of awakened activity and progress are now everywhere observable.

Supply.

The supply of school places keeps, as usual, approximate pace with the demand, and additions, whether in the shape of new schools or enlargements of existing buildings, mark a steady advance in material comfort and suitability. If there are deficiencies they are only incidental and in most cases in process of being remedied. Altogether the provision of accommodation cannot be spoken of in other than terms of general approval.

The enterprise of the Glasgow Board furnishes, as usual, a praiseworthy record of work completed or in progress. The following extracts from the property committee's latest returns show in detail what has been achieved or taken in hand during the year:—

"During the year two new schools have been completed and opened, viz., Queen Mary Street and Dalmarnock Schools, giving accommodation for 1,130 and 1,309 scholars respectively. Additions to Camlachie and Oatlands Schools, giving accommodation for 500 and 550 respectively, have also been opened.

"As the Art Class in Thomson Street School has been removed to Whitehill School, the Scotch Education Department have sanctioned the addition of 237 school places to the accommodation of Thomson Street School, from which the Board propose to deduct 84 places, the accommodation of the cookery room.

"The Board have decided to erect additions to Woodside and Dovehill Schools. The addition to Woodside is necessitated partly by a large increase of scholars and partly by the school being set apart as one of those in which there shall be a Secondary Department. The addition to Dovehill will be built on ground presented to the Board by the late Sir Michael Connal, and will consist principally of rooms for teaching cookery and laundry work.

"Plans are being prepared for a new school on the Rosemount site, to give accommodation for about 1,400 scholars.

"Small plots of ground adjoining Bishop Street, Rumford Street, and Dovehill Schools have been acquired for the purpose of extending the playgrounds or of altering or adding to the school buildings.

"The new schools at Adelphi Terrace, Newlands, and St. James', and the addition to Abbotsford are all in a more or less forward state.

"The addition to Springfield School is almost finished and will be ready for occupation early in February.

"The Board are making arrangements for the erection of workshops for manual instruction and gymnasia in schools which are receiving a share of the Secondary Education Grant under the scheme of the Burgh Committee."

One or two survivals of the old order of schools still await the reforming activity of the Glasgow Board, notably Balfour and Martyrs' Schools.

Among the additions in the suburban and rural portions of my district the most conspicuous are the important and urgently-needed enlargement of Kirkintilloch Lairdsland school, and the handsome new school approaching completion in the parish of Shettleston.

The requirements of the Secondary Minute collaterally involve a re-adjustment, and in many cases an extension, of the school provision, and I am glad to notice that most of the committees have set aside a portion of the accumulated grant for the enlargement and improvement of buildings, so far as such enlargement or improvement is undertaken and carried out in the interests of higher instruction.

Mr. Jolly :—

Govan and Dumbarton still extends.

"The whole district continues to advance in population and school supply, especially the parish of Govan, which moves on at phenominal pace. Under the Govan Board several schools are now being built—one at Lorne Street, near the new Cessnock Docks, to accommodate 1,414, which will be opened in February first; another, at Struthbungo, for 1,438; another, at Dowanhill, Partick, for 1,492; while an addition, for 900, will be made to Broomloan Road School, Govan. Meantime the excess of pupils is being taught in various overflow halls and old schools under inadequate conditions. In the rest of the district Knoxland Public School, Dumbarton, is being doubled in size, and Netherton Public School, under the New Kilpatrick Board, has been increased to provide for 100 more. The immense school at Clydebank is still able to absorb the growing number of children round that centre of trading activity.

"The new departure in connexion with secondary education under the county committees has caused increased activity, in the extension of the staff, and, in some cases, of premises, as well as awakened public interest in education in general, and in its hitherto unsatisfactory secondary departments. In the county of Dumbarton six schools have been fixed upon, well distributed over the county, as centres of higher secondary work: Helensburgh Hermitage Public School, Dumbarton Academy, Alexandria North Public, Clydebank Public, New Kilpatrick Public, and Lenzie Academy; which last is partly in this county and partly in Lanark. These are in all cases being more efficiently equipped with teachers specially devoted to secondary subjects; in some instances they are having their premises extended for like objects, such as Helensburgh Hermitage, which is getting a splendid addition to form a thorough secondary department; and Alexandria North Public, which is to be greatly enlarged for similar purposes. In regard to New Kilpatrick School at Bearsden, the centre of a population that may be expected to desire and to take advantage of new facilities for higher education, the old parish school, a good building of considerable size, has been adequately appointed for secondary subjects. The other centres already possess sufficient accommodation, at least for the present; though it is to be hoped that, with the new and rising impulse and assistance given to higher education, new possibilities are in store for the county in this most desirable direction."

Dr. Smith :—

"I thought a year ago that the increase of school accommodation in this district was at last about to cease, but there seems but little diminution. A large new school is contemplated in Bothwell parish, at Bellshill, and additions are being made to schools in almost every place of any importance in the 'black country.' This does not imply so large an increase in school attendance as might be imagined. The population undoubtedly is increasing, and largely; but it is also changing quarters. The development of a new industry creates a population, while the exhaustion of a coal-pit or the closing of a steel work makes a desert of a populous place; but, allowing for these variations, there is no doubt that in the middle ward of Lanarkshire villages are still springing up in the midst of fields, and what recently were villages are now busy towns. This implies a continued provision and increase of school accommodation, of which it would not be wise to predict the end."

Mr. Bathgate :—

"The only addition made to the school supply during the year is a new Roman Catholic School at Newton, in the parish of Cambuslang. This building will accommodate 412 scholars, drawn partly from the public school in Newton and partly from the Roman Catholic School in Cambuslang. Owing, however, to the general increase of population in the parish it is expected that very few places in the existing schools will be left vacant.

"I need not further refer to a point noted in last report, namely, the undue size of class-rooms. But I may call attention to a defect that is seen even in plans recently submitted to the Department. I mean the shape of class-rooms which are oblong, with the teacher's place on one of the longer sides. This shape in a room holding from 70 to 90 scholars is inconvenient for the maintenance of discipline and the effective use of the voice. It also tends to give a short free floor space between the teacher and the pupils. I have sometimes found this space still further encroached on by an additional row of desks, and thus reduced to a narrow passage. In such cases the teacher's head is almost over those of the scholars, inhaling the impure air which is breathed out. I have called attention to these cases individually, but I think that plans should be drawn up so as to make this arrangement practically impossible.

"New methods of ventilation are in use in two or three of the new schools in the district, but as I have not yet tested them by the excellent criterion of a prolonged visit, I need not discuss them in the meantime."

Mr. Boyd :—

"The supply of school accommodation has, generally speaking, been for some years pretty complete. The growth of population in the towns has, of course, from time to time to be provided for, and occasionally a new building supersedes one or more old and unsuitable ones. The only important addition since I wrote last is the new school at Williamsburgh in the east end of Paisley, which accommodates about 1,200 scholars. It is heated and ventilated on the 'Plenum' system of Key and Tyndall, of Glasgow, by which pure air of a proper temperature is forced into the rooms, driving out the vitiated air before it. The premises include a gymnasium and a workshop for manual training.

"In Greenock steps are being taken to erect a school to take the place of Ann Street and Duncan Street Schools, which are held on lease, and are a good deal below the modern standard of accommodation. The Oban School Board have also had to take into serious consideration proposals to extend their buildings. When the building now occupied by the infant and junior departments was erected, it was considered sufficient for the town for years to come, but even with the additional buildings at Soroba Road, the accommodation is found to be inadequate.

"Not a few schools exist where, although the aggregate space is sufficient for the attendance, its distribution renders the work difficult. For this

school managers have seldom been to blame, but they are not unfrequently inconsiderate regarding the teacher's difficulties. Some seem to think that with so many square feet for so many children the problem of accommodation is solved.

"The comparative frequency with which in certain parishes buildings are allowed to get out of repair provokes unfavourable remark. It seems to be caused by an indisposition to lay out money till this can no longer be avoided, but it does not need to be said that the supposed economy ends in increased expenditure. Cases in which the state of the building shows a reprehensible indifference to the health and comfort of both teachers and scholars are not quite unknown. I do not forget that in some remote parts of Argyll it is not always easy to get qualified men to execute repairs, but that is not the whole difficulty."

Mr. Waddell:—

Supply.

"The schools under inspection have been increased by one—a small temporary provision in connexion with the extension of the Glasgow Waterworks near Loch Ard. A new room is again being added to one of the schools in the parish of Muiravonside, and those added to the Alloa Parish and St. Ninian's Public Schools are now in use with beneficial results. It is satisfactory to know that the boards at Grangemouth and Clackmannan are now taking active steps to improve the character of their premises and increase their accommodation. Beyond this there is not anything to report in the shape of building operations. In most respects the buildings in the district are of a substantial and suitable character, but those of them which were erected some 15 or 20 years ago have in many cases two notable defects. One is that little or no cloak-room accommodation is supplied outside of the class-rooms, the other is that even where the staff numbers several adult members there is no teachers' room. These drawbacks might have been guarded against when the buildings were in progress, but it is not easy to provide a remedy now, except in connexion with some extension that is needed on other grounds. That on every wet day the classes should sit for hours surrounded by damp cloaks and umbrellas is most unfortunate, and that teachers should be kept at school all day without a room to which they can withdraw in peace and comfort during the dinner interval is positively wrong."

Attendance.

The returns for the division show a total increase of 14,570 scholars in average attendance. This rise, when the statistics are analysed, is as gratifying in one direction as it is disappointing in another. It indicates, allowance being made for the normal increment of population, a perceptible advance in regularity of attendance, but a curtailment rather than an extension of school life. This conclusion is borne out by the closer approximation, especially in Glasgow, of the number in daily attendance with the number on the registers, while, on the other hand, only 2,385 additional scholars were presented for examination, and, though there were 490 more examinees in the Ex.-6th Standard, there were as many as 779 fewer in Standards IV.–VI.

The premature age at which the mass of children leave school is an evil which free education, free books, and free everything have proved unavailing to check. There appears to be no remedy but a compulsory age limit, or the substitution of the 6th for the 5th Standard as the qualifying test for exemption. The remark of the Glasgow board referring to this vexed question deserves quotation: "If the compulsory "powers of the board were put in force in respect of children between "five and six, it would only have the effect of reducing the average "age at which children leave school."

In an exhaustive return lately submitted to the Glasgow board by Mr. Mitchell, whose name deserves honourable mention in this connexion, it is contended that all the children in the city from 7 to 12 are either on school rolls or reasonably accounted for. It has been customary for the board to furnish an accurate return of the scholars in attendance as compared with those on the registers on a given day in the month of October, and it is deserving of notice that the per-centage this year, varying as it does from 75 in some schools to 90 in others, has reached on the average the maximum record of 88. These results are not produced without incessant vigilance, and, if need be, firm dealing. The first step towards the enforcement of attendance consists of an ordinary call from the officer of the district. Lists of irregular and absentee children are obtained at the various schools weekly, and visits to the parents are made immediately thereafter, such visits amounting in the aggregate to 10,000 per week. Warning forms are also served, and, failing any result, the parents are summoned to a meeting of the board. Admonition, strengthened by the fear of punishment in the background, generally proves, except in the case of the lowest class of defaulters, an efficient remedy. While some 170 cases were last year taken before the sheriff, as many as 2,360 were effectively dealt with by remonstrance.

The main obstacle to proper attendance at school is to be found in the social condition and environments of the families to which the children belong. There is, moreover, a submerged tenth which could hardly be reached but for the ameliorating agencies at work in the city. Among these may be mentioned the Day Industrial Schools at Green Street, Rotten Row, and Rose Street, which answer the purpose of truant schools and also schools for children whose parents, being widows or widowers, are at work during the day. Deserving also of all commendation are the day refuges maintained by the Evangelistic Association, where some 500 children are daily fed and sent to school, and the Poor Children's Dinner Society, which supplied no fewer than 294,315 dinners during last winter and spring, and were also helpful in providing boots and clothing for destitute children brought under their notice in connexion with the board's dealing with defaulting parents.

Day industrial schools.

The half-time element, though generally declining, still bulks largely in some places, notably in Paisley, where it is even said to be on the increase, but it is gratifying to note its gradual disappearance in Glasgow. It is a remarkable fact that throughout the whole city there are only 50 children taking advantage of the half-time provision contained in the Factory and Workshops Act.

Half-timers.

The usual arrangements have been made during the past year by the Glasgow board to meet the requirements of the Blind and Deaf Mute Act. The blind children may be divided into three groups, 19 being lodged and educated at the Blind Asylum, six in Smyllum Institution, and 21 attending seven board schools. Of the deaf mutes, 61 are in Longside Institution, 15 in Smyllum, and six in Donaldson's Hospital, Edinburgh, where there is no charge. It may be mentioned that the blind children accommodated in the public schools are visited by a specially qualified teacher, and instructed in the "Braille" system as well as in industrial work.

Blind children.

Deaf mutes.

Mr. Boyd speaks hopefully of the operation of the Highland Minute in the county of Argyll, and Mr. Harvey bewails, as usual, the laxity prevalent in his district.

Mr. Bathgate :—

"The evidence as to increased attendance under the operation of free education is conflicting and indecisive. The average attendance in the Glasgow board schools for a fixed period of four weeks seems to have improved 1 per cent. since last year, and the figures for Roman Catholic schools in Glasgow show a similar increase. From a large parish adjacent to Glasgow I receive the report that the average attendance has been raised, but not to any great extent; that school life tends to begin at an earlier age than formerly; that there is no prolongation of the period of attendance, the proportion of scholars in the 6th Standard being no greater than it was before the introduction of free education; while the proportion of absence from trivial excuses is not greater than formerly.

"I find that in my district as a whole the number of scholars present at the inspections has increased from 28,869 to 29,489, while the average attendance for the year has only increased from 25,548 to 25,847. This is, however, a very narrow basis on which to found any definite conclusion. A more certain inference from the statistics is that the attendance in the upper standards is still gradually falling off. The number of scholars presented during last year in and under the 3rd Standard is 21,561, as against 21,124 for the previous year; but the number presented in the 4th, 5th, and 6th Standards has diminished from 7,535 to 7,491. It is, therefore, with reason that the Glasgow board point out that the exercise of compulsory powers over children from five to six years of age would only result at present in these children being withdrawn from school at an unduly early age. This tendency should be counteracted, I believe, by making the 6th Standard compulsory.

"A residuum of the population remains intractable under persuasion and moderate compulsion. An instructive glimpse of this class is occasionally got. A temporary school in Glasgow has been open for 15 months, and has, doubtless, received a considerable proportion of irregulars not previously secured, and refractory subjects from other schools. In this school out of 79 scholars in the 1st Standard, three were 13 years of age, three 12, six 11, eight 10, 27 nine, 23 eight, and 9 seven years of age. The early age at which some scholars shake off the bonds of compulsory attendance is also illustrated by the schedules of a Roman Catholic evening school. In this case scholars were presented in the 3rd Standard, two of whom were 16 years of age and had passed the same standard respectively five and six years before, other two aged 15 had passed it five years before, and one boy of 14 had passed it three years previously. This could hardly be called a continuation school.

"It is important in arranging the school year to make the periods of attendance and vacation as favourable as possible to regular and vigorous work. Hitherto in many cases the holidays given have extended to six or seven weeks in summer and a week or 10 days at the New Year, and there has been no other holiday longer than a couple of days. I am glad to see that the Glasgow School Board have made an excellent innovation by giving a week's holiday at Easter, a time when it is much required both by teachers and scholars. I doubt if a working class population can utilise six weeks of a summer vacation. The parents must have great difficulty in knowing how to look after their children for so long a period, and the scholars lose the habits of attendance and work. It would be better, I think, to have a month's vacation in summer, and to extend the vacations at Easter and the New Year to about 10 days each."

Mr. Boyd :—

"This important matter is, as a general rule, carefully looked after by the school boards, and their efforts have resulted in a measure of progress. Except, however, in giving them greater freedom in the exercise of their compulsory powers, they do not seem to have been much helped by the abolition of fees. As remarked on a former occasion, the people who claimed so large a share of attention in regard to their children's attendance are just those who are too well known to school attendance committees still.

"In Argyll the Highland Minute has undoubtedly helped the attendance. The number of schools receiving the highest grant under Art. 19 A. (1) of the Code, as having an average attendance of over 80 per cent. of the number on the roll, is greater this year than ever. I am not disposed, however, to credit the whole of this result to actual improvement in attendance. It seems partly due to the care with which the roll is purged. There is a tendency to 'sail close to the wind' in this matter, and names of scholars marked as having left have sometimes to be restored to the roll. The 'beneficial' character of the 'employment' of scholars for whom additional attendances are claimed (Art. 23 (b.) 1. (b.)) is also occasionally open to doubt.

"The number of half-time scholars is diminishing, not because, as far as my information goes, half-time employment is decreasing, but from the circumstance that many so employed have passed the 5th Standard at 11 years of age, and are therefore not required to attend school."

Mr. Waddell:—

"The figures for attendance are as follows, those of last year being added in brackets for purposes of comparison. It should be noted, however, that the increase is understated, as last year's figures include five schools twice. Attendance.

"Numbers on the roll	30,510 (30,138)+372
" present at inspection	28,211 (27,962)+249
" in average attendance	24,954 (24,223)+731

"It thus appears that the most considerable increase is found in the average attendance, a distinctly favourable circumstance, which may, for want of any other tangible reason, be ascribed to the remission of fees. That this is the cause seems the more probable from the fact that epidemic sickness was undoubtedly very prevalent during the spring months. It is of course possible that the rise may be a mere rise 'on paper,' secured by the timely and judicious closing of the schools whenever, from sickness or any other cause, the attendance seemed likely to be unfavourably affected. That no part of the advance is contributed by the senior pupils is a melancholy certainty, to be deduced clearly from the following figures:—

"Average attendance,	Infants—St. III.	16,782	(16,018)+764
" "	Sts. IV.—Ex. VI.	8,171	(8,205)— 34
"Present at inspection	Ex. VI.	589	(602)— 13
" "	St. VI.	1,306	(1,401)— 95
" "	Sts. IV.–VI.	7,828	(7,941)—113
" "	Sts. I.–III.	11,314	(11,245)+ 69
" "	Infants	8,518	(8,174)+344

"Thus whether we look to average attendance or to presence on the day of inspection the junior classes represent the favourable, the senior the unfavourable, side of the account. These facts are the more to be regretted when it is remembered that concurrently with them there has come into operation a new encouragement to the attendance of senior pupils in the shape of the merit certificate. For this certificate 119 candidates were presented in 23 schools. Under the circumstances the most natural inference is that these candidates are pupils who would have remained at school from choice, in the absence of any stimulus; and that if the merit certificate is destined, as all must hope, to effect an improvement in school attendance, its influence in that direction has not yet begun to operate.

"The extent to which additional attendances are claimed under Article 23 is rapidly decreasing, as may be seen from the returns, last year's figures being in brackets:—

"Total attendances claimed	42,192 (67,302)
"Number of scholars	534 (832)
"Number of schools	28 (47)."

Mr. Harvey:—

"The same old story as to attendance. In the towns and colliery districts good: in rural parishes very disheartening. The schedules in Dalmellington,

&c. contain the names of many scholars with over 400 attendances: a 'rara avis' of this kind is hardly to be met with in agricultural districts. The supineness or greed of parents is winked at, or even encouraged, by members of country school boards. I am credibly informed that, at a meeting of a certain board, a proposal was made to prosecute defaulting parents. On inquiry, however, it was found that several of the members had been the chief employers of juvenile labour: ergo 'solvuntur risu tabulæ.' I see that a proposal has been made to give parish councils control over school attendance. Possibly this might be an improvement on the present arrangement, but the only permanent cure is to free the compulsory officer from local control, and make him directly responsible to Government. In towns such as Maybole there seems to be an almost unaccountable reluctance on the part of parents of the working classes to keep their children at school beyond Standard V. If on leaving school such children are immediately able to earn wages, there is a reasonable excuse on the part of poorer parents, but in the case of pupils who, on securing exemption, merely run wild through the streets, it is surely inexcusable in parents not to take advantage of the free education offered for their children in VI. and even ex-VI. Permission to leave after passing Standard V. is often construed into compulsion to leave. The excuse offered by some parents that they are unable to prevail upon their children to attend the higher classes is surely a very weak one. The teacher, it is often said, can work wonders in producing good attendance by making school work attractive; but the monotonous regularity of irregularity of attendance in country districts shows that the teacher is not really to blame.

"Large, varied, and presumably attractive mental pabulum has been provided in the Evening Continuation Code. It is sincerely to be hoped that all, whose prior education has not gone beyond the elementary stage, will avail themselves of the advantages so freely offered."

Teaching Staff.

The teaching staff, so far as it is recruited from the training colleges and the universities, is steadily advancing in breadth of culture and general efficiency. The bulk of the male students combine university attendance with normal training, and it is probable that the *élite* of the female students will avail themselves of the same privilege, time being allowed them to prepare for the qualifying test. There is also the usual sprinkling of graduates who enter the profession under the provisions of Article 47, II. (c). But the supply through these channels falls materially short of the demand, and the balance, regulated as it somehow must be by natural law, is maintained by the rush of acting teachers through the gateway of the Christmas examination. The growing predominance of untrained teachers is a regrettable necessity, not but what such teachers succeed in producing a show of results, just as it is common to flush up a crop by means of stimulants which leave no heartening in the soil. But the qualities that conduce to stable and healthy progress are the outcome, speaking generally, of wider cultivation and sterner and more systematic training.

The untrained element has always been disproportionately large in the Catholic schools owing to the want of a Catholic Training College in Scotland. This defect, I am glad to say, is in process of being remedied, decisive steps having already been taken towards establishing a college in Glasgow. The Catholics, numbering as they do a fifth of the population of Glasgow, have abundant scope for concentrated activity, and it is creditable to the managers of their schools that they have already followed the lead of the Glasgow board and started central classes for the improvement of the instruction of the pupil-teachers.

The following figures show the number of pupil-teachers paid for at the various rates :—

Total Number examined.	Paid at the Rate of		
	60*s.*	40*s.*	0.
1,308	575	486	247
Approximate per-centage under each rate - - - -	44·	37·1	18·9

The pupil-teacher system is somewhat in a transition state. The examination syllabus has been recast and the requirements generally stiffened, while the stricter abiturient examination ensures a thorough sifting of the candidates before they can properly be said to take up teaching as a profession. These changes have engaged the attention of school boards and other managers, with the result that central classes for the collective instruction of pupil-teachers have been established in the larger towns and are in contemplation, so far as practicable, elsewhere. The Glasgow board further lead the way in the action they have taken towards providing for the instruction of pupil-teachers during the day, and, as a consequence, shortening to a proportionate extent their wearisome hours of teaching. This movement initiates a fundamental reform of the whole pupil-teacher system, and places it for the first time on a footing corresponding to its name and conception. It gives scholarship a chance alongside of training, and as conducing to the improvement of the material of subsequent supply cannot fail to be an ultimate gain to education. Headmasters may be heard to grumble about the disturbance to daily routine, but that is because the reform has not been carried far enough for pupil-teachers to be regarded as helpful supernumeraries rather than constituent members of the staff.

Mr. Jolly thinks that in the selection of candidates greater stress should be laid on aptitude as compared with mere attainments, and suggests as a preliminary to apprenticeship some kind of official approval of the candidate's teaching capacity. The responsibility rests with the managers, and, so far as my own observation goes, they appear as a body to be alive to the importance of making a right selection. In any case it would be hazardous to veto a scholarly candidate who does not at first sight give decisive evidence of a faculty which experience alone can adequately test.

Mr. Jolly :—

"I would again emphasize the importance in the selection of candidates for pupil-teachership, of laying much greater stress on their capacity for teaching as compared with mere acquirement. The latter should, of course, always be as good as can be got, but the former being relatively of vastly more value for a profession which increasingly demands the greatest skill, as the science and art of teaching are more studied, should receive more attention, for the happiness and success of the teacher, the training of the child, and the progress of education. Yet school boards and managers seem to be actuated far too much by lower and personal considerations in their selection, rather than by the all-important one of capability for the task, and often present candidates who have not taught a single lesson, and whose teaching ability has in no

The selection of candidates defective.

way been tested. This surprising neglect of a plain duty to the managers themselves and the pupils, accounts, in great measure, for failures during apprenticeship, and subsequent non-success as teachers, which, happily, are now receiving the increased consideration they deserve. I am of opinion that the abolition of the entry examination for candidates, and especially the absence in the Code, of any stated requirements as to teaching, have deteriorated the quality of our pupil-teachers, and I should recommend the taking of steps to raise it, by the Department and school boards providing greater security for their ability as teachers before apprenticeship. As matters stand, inspectors are officially powerless to refuse any candidate, though weak in teaching, if his physical and mental condition are certified by a medical man and the managers and teachers. Schoolmasters generally feel this a grievance, but they are often helpless in the circumstances. Personally, I try to influence managers to secure capable candidates, with gratifying but only partial success —so powerful are extraneous considerations in their nomination, and I am convinced that the evil will not begin to be remedied till the Department demand higher qualifications for the office of teacher."

Mr. Bathgate :—

Untrained teachers.

"The increasing proportion of untrained certificated teachers is unfavourable to the progress of education. The School Board of Glasgow shows a wise self-restraint in availing itself of this source of supply. I find that in its schools in my district there are only eight untrained teachers as against 208 who have attended a training college. In the suburban parishes in the public schools there are 17 untrained and 48 trained teachers. In the Roman Catholic schools I find 24 untrained and 14 trained teachers. I need not repeat the statements of past years as to the inferiority of untrained teachers. Their multiplication tends to make managers believe that training is a matter of indifference. And the unequal competition thereby engendered throughout the country unduly lowers the salaries of the trained teachers.

"I am glad to know that the movement for establishing a Roman Catholic Training College in Glasgow has been vigorously prosecuted, is at an advanced stage, and seems likely to secure that very desirable result.

Pupil-teachers.

"The instruction of pupil-teachers continues to make progress. The Pupil-Teachers' Institute of the Glasgow board has not yet been in operation for a sufficient time to justify a complete report on it. The pupil-teachers from it have generally met the new requirements in algebra and French in a satisfactory manner. Those from other parishes have not yet, as a rule, attempted the French on the paper. The corresponding institute for Roman Catholic pupil-teachers has also made some progress in organisation and in the provision of skilled teachers for special subjects."

Mr. Boyd :—

"The demand for fully certificated and especially for trained teachers has been very considerable of late, and complaints are heard of the fewness and the inferior qualifications of applicants for vacancies. There has been no little difficulty in obtaining teachers for some of the remoter schools in Argyllshire, the salaries offered being apparently inadequate to attract them to localities in which they would have to lay their account with a certain measure of loneliness. Graduates are in request, and the demand for them is being quickened by the movements in favour of secondary education.

"I have again found a considerable decrease in the number of pupil-teachers. The quality does not seem, however, to rise in proportion, a smaller per-centage having passed 'well' than in the previous year. The adoption of the admission examination as the examination for all pupil-teachers of the 4th year will, I anticipate, stimulate many to greater diligence in their studies.

"I have a growing conviction that pupil-teachers, especially the younger ones, are overworked. Their scheme of study is now pretty liberal, but the amount of fatiguing work which they have during the day often unfits them for bringing to their lessons much elasticity of mind. It is absolutely necessary also that they should have time for reasonable rest and recreation. It seems to me desirable that pupil-teachers during the first two years of their time should

not count on the staff to the same extent as during the two later years. The numerical strength of the staff is sometimes more regarded than its efficiency, with results which are injurious to all concerned.

"In Argyll there were 13 bilingual pupil-teachers under Art. 19 E. of the Code."

Mr. Marshall:—

"The pupil-teacher system does not succeed so well as formerly. It is admitted that a probationary period is necessary, and that the proper age is 14–17, but the difficulty is to combine both instruction and teaching. The pupil-teacher teaches six hours a day, and is expected to study three or four at home. So long as the pupil-teacher is allowed to count on the staff, I see no solution of the question. Some boards allow the pupil-teachers to work only half the day, and receive instruction during the other half. This is a step in the right direction, but it is complicated, and necessitates constant shifting of classes. The pupil-teacher at 14 has neither the knowledge nor the talent necessary for teaching. His teaching amounts only to catechising on the contents of the book, and the first condition of genuine instruction, ability to take a subject, and state it in his own words, is not given. When associated with a certificated teacher a pupil-teacher can, no doubt, learn the art by observing the method of the teacher—how he presents his facts in doles to suit the capacity of the pupils, how he compares, illustrates, and summarises. Teaching is an art, and can be learnt only by model. The study of method from book is valuable when the book is practical, but model lessons are more impressing. Pupil-teacher system.

"It seems to me that the pupil-teachers are overworked, and that the system should abandon staff work, and should be restricted to more technical instruction and general culture. A perusal of the pupil-teachers' papers for 20 years strongly confirms me in this opinion.

"There is considerable improvement in the staff. The tendency at present is to prefer normal school teachers to acting teachers, which has been fostered by the reduction of the qualification of aspirants (Art. 79) to 40 and 50. Still we often find aspirants working 80 and 90, and the school escapes reduction of grant because the staff is calculated on the total average of the school, and in some sections is more than the minimum. School boards are perhaps more liberal than they used to be in the matter of staff, and in many schools the staff is equal to double the average calculated at the Government minimum. Still it should be remembered that there has been a great increase of work since a teacher was allowed for 60–70." Staff.

Mr. Waddell:—

"The number of certificated teachers employed in this district as principals or assistants seems to be almost unchanged. But since last year the balance of numbers has for the first time been cast on the female side to the extent of 17. The number of non-certificated assistants continues to rise; it has advanced this year from 73 to 91. While the number of female pupil-teachers remains stationary, the males have increased from 36 to 52, a most unexpected and satisfactory circumstance. It is gratifying to observe that several pupil-teachers from this district occupy a rather prominent place in the admission class list. That has not been so for some years, and I hope it may indicate a permanent tendency. I would exhort them, whether they get support or not, to endeavour for their own sake to extract all the advantage they can from the practical duties of their apprenticeship. A very common error into which pupil-teachers fall, or are allowed to fall, is that of identifying teaching with examining. When they are asked to give a lesson upon a particular subject they proceed to question the class upon that subject. It is the special function of the inspector to question a class; it is their function to teach it, unless they are asked to do otherwise. No doubt examination can never be absent from good teaching, but good teaching is examining and something much beyond that—a something which is not the less real because it does not admit of being easily defined." Staff.

STANDARD OF INSTRUCTION.

Of the scholars on the registers of schools inspected during the past year—

302,616 were present at inspection.
266,383 were in average attendance.
211,798 were presented in and under Standard III.
82,498 were presented in Standards IV.–VI.
6,790 were presented in Ex-Standard VI.

A comparison of these figures with those of last year shows—

—	Present at Inspection.	Average Attendance.	Examined in Ex-Standard VI.
1891–92	300,231	251,813	6,300
1892–93	302,616	266,383	6,790
Increase	2,385	14,570	490

The following figures show the results of examination in and under Standard III., and for the sake of comparison the results for the preceding year are placed alongside :—

—	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1892–3	366	776	48	0
1891–2	335	761	98	1

The following are the results in Standards IV.–VI. :—

—	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1892–3	140	797	104	0
1891–2	128	772	140	1

New Code.

The New Code on further trial obtains approval on all hands. It has made teachers and taught, as Barbour says about freedom, "have liking." Its provisions are sufficiently definite to rescue instruction from desultoriness and sufficiently elastic to give free scope to exceptional talent without pressure on weaker capacities.

The elementary subjects show everywhere an upward tendency. All my colleagues report progress, though in varying degrees, along the

whole line. The tabulated results point in the same direction. There is a creditable rise in the number of departments classed as "excellent," and a gratifying decrease in the number falling below "good." The advance, as seen in the above tables, is more marked in the lower divisions than in the higher, a result to be looked for from the more complex elements involved in the general estimate of the upper work.

The freedom of re-presentation, though practically inoperative as regards classification according to subjects, has been judiciously used in determining promotion from one standard to another. It is a concession which can never be abused nor even freely used, because of its unpopularity. Teachers, in fact, are so hampered by parental interference that they would gladly revert to the old order of things when the decision largely rested with an outside authority.

Reading. There is a general agreement of opinion that reading has improved not merely in fluency but in the finer qualities of style and expression. In the better type of town schools, especially in Glasgow, reading with ease, distinctness, and intelligent expression may be said to be the general rule. The infants are trained not merely to name words but to group phrases, and a natural but distinct and expressive style is cultivated in the subsequent classes, the children often losing the consciousness of the art in the interest of the story. The upper classes generally come through the test of a newspaper or an unseen book with credit. They often, in fact, read unseen matter with more expression, because their interest is awakened. Reading in a drowsy, drawling monotone, with teeth clenched and lips reluctantly opened, still lingers in mining and rural districts. Teachers in such cases are apt to lay the blame, which properly rests with themselves, on the stubborn nature of the materials they have to work on. The instruction proceeds on wrong lines, and the function of the inspector is not so much to rail at it as to set about its reform in a practical manner. There is perhaps no part of an inspector's work on which he can impress himself more than on the general character of the reading of his district.

Writing. Writing has improved considerably, perhaps more than any other subject. The system getting into vogue is the upright style with uniform stroke, continuous join, and regular spacing. The success of this method is beyond question. Its distinctive feature is that the pen is taken off the paper only at the end of each word. In this way rapidity of execution is combined with uniformity, neatness, and legibility. This system is fast superseding elaborate copper-plate, and gives promise of an acceleration of speed never before reached, because never before seriously attempted. It has always been surprising that children, who are as nimble at most things as grown-up people, should be so painfully slow in the purely mechanical art of writing.

Spelling. Spelling in spite of its perplexities has always been creditably accurate, but though the results are satisfactory, there is little doubt that the processes by which they are secured might often be facilitated by improved methods of teaching the subject. Sheer practice too frequently does duty for blackboard illustration. In visits without notice it is not uncommon to hear a class taught spelling—and the sounds can be heard some way off—by the simultaneous parrot-like repetition for any number of times of a single word.

Composition. Composition is steadily gaining ground, chiefly by reason of the earlier start, now the rule in schools of any pretension. There is also a growing disposition to insist on questions being answered, so far as

practicable, in complete sentences. But the subject requires to be taught as well as practised, and more use should be made of the blackboard to illustrate the construction and the *Zusammenhang* of sentences. The reading lesson should likewise be utilised for practice in turning active renderings into passive, and *vice versâ*, as also for noting such forms of expression as might fitly serve for imitative models. Taking the results achieved as a whole, it may be said that the composition of the average school shows perceptible improvement, but leaves a good deal of room for more, while in the best taught schools the essays often reveal a surprising amount of general reading and a corresponding facility of expression. In the poorest schools the performances are somewhat crude and meagre, the letters not unfrequently consisting of a string of short, jerky sentences, like, not to speak it profanely, dogs barking.

Arithmetic.

Arithmetic, which has all along been a more or less satisfactory subject, participates in the general improvement, especially in respect of elasticity and ready treatment of questions involving thought and perception. The most noteworthy feature, speaking specially for Glasgow schools, is the prominence given to rapidity of calculation in the initiatory classes. Here speed has been accelerated in a marvellous degree without appreciable detriment to accuracy. A further gain has been the effectual expulsion of fingering and other slovenly processes, still inveterately clinging to indifferent schools. Such artifices, however deftly used, have no chance where expedition counts as an integral factor in the result.

Mental arithmetic.

Mental arithmetic is variously reported on, though on the whole favourably. There seems most room for improvement in the direction of variety and simplicity, and more use might be made of its principles in solving questions by shortened methods.

Infant instruction.

Most of the larger and better equipped schools are provided with a separate and well devised infant department. The furnishings include a plentiful supply of apparatus, and the walls are instructively hung with pictures. The teachers are for the most part skilful and sympathetic, and not a few of them possess the born gift of sustaining the interest and attention of hundreds of children without conscious effort. The instruction is varied with the usual accessories of infant training. In addition to Swedish drill and other kinds of calisthenics, a good deal is done in the direction of Kindergarten occupations. Songs are nicely sung and thoroughly enjoyed, and the children have all sides of their character developed in an atmosphere of happy activity.

The shortcomings to which attention may be drawn concern the partition of the accommodation. There is not unfrequently a deficiency of class-rooms for divisional teaching. The main room, though well adapted for collective lessons and recreative exercises, becomes a babel of tongues when the classes are distributed and four or five members of the staff shout each other down.

Merit certificate.

The merit certificate is growing in favour as an elementary degree, and in many cases is further enhanced by the pecuniary award it carries with it under the schemes of the county committees.

Mr. Jolly:—

Quality of teaching in Govan and Dumbarton.

"I am happy to be able to report marked and steady improvement all over the district in the skill of the teachers and the quality of the results; in very many cases, and these a rapidly increasing number, they are exceedingly good, and in

not a few all that could be wished. I am delighted to note, as the years go by, a more enlightened perception of the aims and processes of education, as a Science and an Art; of the paramount value of the training of faculty in the child, and of this development of faculty as the best and most permanent product of the school; and of the immeasurably subordinate place of more knowledge. I have daily to report, in rising terms, of growing skill in applying the best methods for these ends, and in securing satisfactory outcome from the mass, instead of from the minority, of the scholars; and a clearer recognition of the immense importance of the initiatory stages of school life, the appointment to this once despised work of more capable teachers at worthier salaries, which, though rising, are still too low even in the best cases, and reprehensibly deficient in others. I am glad to perceive a better understanding by school managers also of the real nature and purpose of education, and its higher and more lasting effects as apart from mere grad-grind for shallow but paying results, too long and still too generally prevalent in the country.

Improvements in teaching composition in Dumbarton and Govan.

"I would again draw attention to desirable reform in the teaching of composition, on account of certain remarkable results recently produced in this district. The reform advocated for many years, as yet in vain as far as the Code is concerned, has been the *combined teaching of composition and grammar from the very first*,—grammar to be strictly subordinated throughout and auxiliary to its practical use in composition, which should be the basis and end of all instruction in these subjects. Some time ago I had conferences with teachers, giving explanation of method and exhibitions of results, especially at the initial stages; and the matter so commended itself to the teachers, especially in Dumbartonshire, that they entered on it with enthusiasm. They have already produced results that cannot be characterised otherwise than surprising—surprising to myself who have seen what can be done in this direction with right men and right methods, on account of the quality of the work achieved in so short a time; and, doubtless, not less surprising to the teachers themselves, in regard to a subject which has been so bide-bound by tradition, and so long relegated to higher classes, but which is as delightful as it is practical. The subject has been systematically taught *from the infant room upwards*, in graded courses.

Remarkable results produced.

"At the inspection in Dumbartonshire, in most cases, I gave exercises on paper, as well as tests on slate and blackboard; and I now possess a large collection of papers done from the 1st Standard to the 4th, in which the subject has generally till now been unattempted. These are as remarkable in quality as they are honourable to the ability and advanced views of the teachers. It has been proved both possible in fact and easy of accomplishment, that composition can be taught from the child's entry into the infant room right up to its higher and little practised developments in the upper classes. Such an early and sound foundation and systematic after-course must give a command of English which will prove of the highest value to the children for life, as well as some of the graces of style otherwise impossible.

"When I brought the subject publicly under the notice of the teachers I exhibited specimens of work done by the younger children in certain schools honourably named in former reports, to demonstrate, beyond all gainsaying, the practicability and pleasure of the system advocated, by which pupils of the first and second standards were able to pass the present tests laid down for the fifth and sixth, in reproducing a story and writing an original theme; and the sight of these no doubt stimulated them to attempt similar work. In many schools I have also got composition printed on the blackboard in the infant room, with results even more astonishing than those in the lower standards, great as these have been and quite incredible to all who have not seen them done.

Answering in full sentences recommended.

"In this connexion, I would recommend getting the pupils from the first to answer questions *in complete sentences*, so as to accustom them to their correct construction in daily speech; in due time making them conscious of the technical process by which this is done, through direct teaching on the subject. This has been effectively carried out in many schools with gratifying effect not only on composition, but in greater accuracy of thought and

thoroughness of knowledge. I should earnestly recommend its general adoption. It would more than reward the trouble necessary to secure it, which, however, is far less than might be expected, and which is only needed in the earlier stages, growing facility in the child soon making it easy and pleasant."

Mr. Bathgate :—

"The elementary work done in the schools, tested with the same stringency as in recent years, continues steadily to improve. Last year the junior departments of the schools in the district were classified as: 20 excellent, 36 good, and 5 fair; the corresponding figures for this year are 25 excellent, 33 good, and 2 fair. The senior departments were in the last report ranked as: 8 excellent, 40 good, and 6 fair; they now stand as: 10 excellent, 41 good, and 3 fair. The proportion of excellent marks is as hitherto less in the higher departments. This difference is due to the essentially greater difficulty of securing a high general average of results in the more advanced and complex work of the upper classes. Many of the schools are very large, containing from 1,000 to 1,700 pupils, and in their senior departments there are from 300 to 500 scholars organised in 8 or 10 classes. It requires a thoroughly adequate staff and very careful management to ensure that no considerable section of such a department shall fall below a high standard of efficiency.

"Reading usually shows improvement in fluency and accuracy; but a pleasing style is not much more common than hitherto; it is hard to secure, as graceful speech is not a marked characteristic of life outside the school.

"Composition has made progress owing to the general practice of preparatory exercises, and letter writing now receives greater attention.

"I have everywhere during the past year given exercises in mental arithmetic in the upper standards, and have usually found an evident need of such practice. In some cases the tests have been well done. But, as a rule, I found little facility in mental work; and very often in a 6th Standard, where the scholars were dealing on their slates with millions and decimals of six figures, the girls would be puzzled to tell within a reasonable time how many inches are in three-quarters of a yard, and the boys to say how many minutes are in an hour and a half. Rapidity and certainty in adding columns of money on the slate I also found very defective. Teachers should make a point of constantly giving simple examples of all rules, to be done mentally, of explaining easy short methods, and of simplifying easy problems such as the combination of time and rate in simple interest.

"A number of schools have presented pupils for the merit certificate. In most cases the preparation has been careful and the certificate generally deserved. But I have maintained a standard of thorough efficiency in the elementary subjects, and I remember one case in which all the scholars presented, except one, failed."

Dr. Smith :—

"There is little to chronicle respecting reading. The heavy accent which I have before complained of is still present, though, perhaps, in a less marked degree. I attribute this to the greater care which teachers are now exercising, with themselves as well as with their pupils, in the niceties of pronounciation. It is too much to hope that we shall get rid entirely of provincialism of accent, but it is certainly being modified year by year. A little attention to the true principles of breathing would greatly improve the reading in our schools. The usual method is to gallop on without stopping until the lungs are exhausted, then comes a pause, whether required by the sense of the passage or not, while a short gasping breath is taken, and then the pace is renewed. Some teachers, indeed, compel attention to the punctuation rests. The pupils of these are given to exaggerating somewhat the instructions of their masters, and make the pauses unduly long; but they are at least on the right path, and time and familiarity will modify excess.

"Writing continues to present good results in the copy-books, but I cannot help thinking that the children are too soon promoted to writing small hand.

It is in text and half text that the accurate formation of the letters is learned, and unless this has been well implanted the change to small hand develops a slovenly style of writing. This is less apparent in the copy-books, where especial pains are usually taken, than in exercises which are scribbled off more hurriedly. I think that a large amount of exercise writing should be avoided for this very reason. The pupils have not time to pay attention to the writing, and their hand quickly degenerates in a fashion which it may be found difficult to repair, however necessary, in after life.

"Arithmetic continues to be one of our most successfully taught subjects. Pupils show an increasing readiness and accuracy in working out questions, and mental arithmetic is, as a rule, successfully done. I fear, however, that in advancing the pupils from one rule to another, too little account is taken of what will prove practically valuable in after life; and I think that a more frequent recapitulation of past work, though it might apparently retard progress, would give more solid and satisfactory results in the end."

Mr. Boyd:—

"Regarding the ordinary standard subjects, I have only to add to the remarks of last year that indications of progress continue to be pretty general. I would also emphasize the necessity for care and patience in the initiatory stages. Even if the apparent progress were not for some time so great, very much would be gained were due pains taken to guard against those faults to which I have frequently adverted, and which all the teaching of subsequent years often fails to eradicate. There has been a great advance no doubt in this respect, but some managers, and even some teachers, are slow to believe that it is wholly unwise to set the youngest member of the staff—a young pupil-teacher or monitor—to teach the youngest children."

Mr. Waddell:—

Standard subjects.

"In the recent past when we wished to compare the proficiency of the standard subjects from year to year, our first step was to note any rise or fall in the per-centage of individual passes. This test, at the rate of three branches to each of six standards, furnished a total of 18 items all admitting of variation. A sweeping simplification has now been introduced, whereby these 18 items are abruptly reduced to two, which consist in the oscillations of the merit grants awarded to the two divisions of the schools. What the tendency of these grants is will be gathered from the appended table, last year's figures being in brackets.

"Departments earning highest grant, junior division	44	(40),	senior	15	(17)
" " second " "	97	(93)	"	82	(67)
" " lowest " "	11	(21)	"	34	(50)
Total departments " "	152	(154)	"	131	(134)

"The fall in the totals is explained by the fact that five schools were twice examined last year. Setting this detail aside, it will be observed that an upward tendency in the results is clearly marked. This comes out at once from the great reduction in the number of cases in which the lowest award has been assigned.

Merit certificate.

"The culminating point of the strictly standard branches is now the merit certificate. It has been already said that 119 candidates from 23 schools presented themselves. Of these 75 passed; and it may be proper to explain the interpretation which has been put upon the conditions of a pass, and the character of the tests applied, so far as the three ordinary branches are concerned. It has been assumed that the certificate is to be awarded for a distinctly high or honours pass in the subjects prescribed for Standard VI., with some revision of past work. It has further been assumed that the tests are to be as practical as possible, and that business-like promptness and attention enter throughout as an element in the decision. The tests are as follows:—reading from a paper or unseen books; writing smartly to dictation from a newspaper; writing on note-paper, enclosing and addressing a letter on a given subject; working a Standard VI. card with a bill or practice sum added; and finally working mentally a series of small calculations,

putting down the answers and summing them as a bill. Importance is attached to the mental arithmetic, both because of its value, and in the hope that the teaching of it throughout the school may be influenced by this examination. It is quite understood that, while a certain discretion according to circumstances is reserved in fixing the point of pass and failure, there will, on the one hand, be no certificate for 'half marks,' while, on the other, positive backwardness in any branch will prove fatal. The successful competitor must be distinctly good in all branches, and considerably more than good in several. Thus, while the subjects are not allowed to exceed the limits laid down for the highest of the ordinary standards, the examination cannot be described as 'the 6th Standard over again.' Whether this certificate will finally be the means of retaining at school pupils who would otherwise leave early, is a matter which the future alone can decide. Other expedients have been tried to raise the standard of effort among indifferent children, or to reach the necessitous who are not also the gifted, and they have not had precisely the effect designed. Bursaries, unless given by patronage, rarely go to the poor of modest parts. When given by competition they at once gravitate towards the class who can best prepare for the ordeal. In the same way merit certificates have hitherto gone, and must always tend in part to go, to pupils who are willing to remain at school without any such inducements, and whose parents desire for them everything short of a regular secondary education. One good this new departure certainly has effected. Some years ago I had occasion to note with great regret the tendency which seemed to prevail of throwing aside the ordinary branches, as soon as, or even before, the 6th Standard was passed, in favour of two, or at most three, higher branches, which did not in themselves represent a year's work. Now, thus far, every candidate for the merit certificate has been an ex-6th pupil; and it is certain that each of them must have been carefully and intelligently taken over the standard ground once more, with an eye to this examination. That is itself a gain. And if, as seems inevitable, some fresh conception of 'higher education' should soon arise, to take its place on equal terms with the old, this examination will prove the natural starting point for the new curriculum."

Mr. Harvey:—

"There is little doubt that the methodical teaching of writing fostered by the Code has produced good results. Absolutely slovenly and careless penmanship, such as used to disfigure many exercises in elementary schools, is now rarely to be met with.

"Of course in the case of pupils whose hands are roughened by manual labour a certain amount of crampedness is unavoidable; still, virtually every child, who leaves school at the regulation period, has acquired the art of writing with fair correctness and legibility. Suitable attention is, in almost all cases, paid in my district to the subject. Writing on copy-books is, as a rule, introduced at an earlier stage than formerly. This is a step in the right direction. Writing with pencils on slates is apt to unfit the hand for holding the pen, and possibly it would be advisable to restrict slate writing within very narrow limits. Slate copper-plate is often succeeded by paper hieroglyphics.

Arithmetic. "There is no falling off in the results obtained in arithmetic in all the Standards except VI. The last printed cards seem to have proved too difficult for a large number of pupils in VI. and even in ex-VI. Some teachers complain that the fault lies in the cards. One or two of the cards are possibly a little stiffer than those formerly printed, but the fault does not really lie in the cards but in the fact that teachers have, in some cases, stereotyped their method of instruction too much on the model of former sums, and their pupils have thus been unable to grapple with questions slightly varied in construction. There is proof here, too, of the immaturity of the scholars. A boy of twelve years of age has great difficulty in grasping an arithmetical problem presented in an unaccustomed form. If the pupils would extend their school life for two years they would make greatly accelerated progress during this later period.

Reading. "In reading there is unmistakably an improvement since the early days of the Code. The elements of expression, modulation, and correct tone are

carefully attended to, and one is often surprised at the good results obtained in the junior classes. It is true that these results are to a great extent mere parrot-like imitation—reproduction of the model set to the pupils; still a good habit of reading is formed, and in the higher standards, when intelligence is more mature, the good effects of the earlier training are clearly perceptible. It is no uncommon thing to find scholars in VI. and ex-VI. able to read previously unseen newspapers correctly and so as to be readily intelligible to their audience. Scholars in V. (those especially who are eager to leave school) often make a much less satisfactory appearance. The early promise of the junior stage has withered away, and a dull hesitating utterly lifeless naming of words is all that is left. There is, indeed, always a residuum in Standard V., Code failures or semi-failures. Dulness of intellect, inattention, irregularity of attendance, or adverse home influences make it a hard task for even the most zealous teacher to pilot this 'awkward squad' through the narrow pass of Standard V. Unfortunately, too, this residuum is drawn, as a rule, from the very classes for whose benefit the elaborate net-work of the Code was constructed. With surprising rapidity such scholars divest themselves of the information laboriously crammed into their heads during the last two years of their school life. Their attainments do not, as a rule, sink below those of a Standard III. pupil. Even this is something to be thankful for, as 20 years ago the children of the poorer classes in towns, and in some at least of the rural parishes, were growing up absolutely devoid of school education.

Composition.

"Composition is showing some signs of improvement. Usually the average in this subject is rather low, and but little change can be noted in it from year to year, but progress has certainly been made since my last report. The exercises show a wide range of merit, from excellent to very bad. Composition is perhaps the best test both of good teaching and of general intelligence in the elementary school. The backward, irregular or ill-taught scholar signally fails to write out an intelligent copy of a story of ordinary difficulty. So long as school attendance remains what it is, there will be a never-failing crop of these imperfect productions, but, when the teachers have fair play, the results they obtain from pupils (eleven or even ten years of age) are surprisingly good. As has been often said the great secret of getting satisfactory composition in V. is to thoroughly drill the pupils from the earliest standards in the formation of sentences both orally and in writing. The greater elasticity in methods of instruction allowed by the New Code seems to have had a beneficial effect on composition."

Mr. Fraser:—

Infant departments.

"The tendency to send children to school at an earlier age than formerly still continues, though there is no reason to believe that a marked increase has taken place in the relative proportion of pupils below and above five years. From this reservation I except R.C. schools, in which, so far as my observation goes, the number of decidedly young children in attendance is very great. In all or almost all the schools of this denomination, the poor and neglected class bulks more largely than in board schools, but in spite of this fact the arrangements made by the managers for securing regularity of attendance are not unfrequently attended with conspicuous success. The voice of religious persuasion superadded to the categorical imperative of the attendance officer produces marvellous effects.

Elementary subjects.

"In some schools the exigencies of space necessitate the advancement of children into Standard I. sooner than in others, and a corresponding allowance has to be made for the degree of progress attained by the highest infant class in the three elementary subjects. This is chiefly the case in regard to reading. On the whole this subject, though varying to a considerable extent in different schools, shows to good advantage. In an increasing number of infant departments, once the mechanical difficulties of combining letters into words have been overcome, recourse is had to books composed of simple and interesting stories, and nowhere is reading more intelligent and correct than under teachers who avail themselves of resources of this kind. In regard to writing care is taken that it should be taught in the infant room on the system that

prevails in the standards, and uniformity of slope, proper spacing of letters and distinctness of character call for frequent comment. A similar remark applies to the formation of figures. In arithmetic the profession made in some infant schools extends almost as far as what s prescribed in the Code for Standard I., and even when it ostensibly falls far hort of that standard, the essential quality of the work done is much superior to what often passes for addition in the higher class. A boy that is able to add a single line of figures with rapidity is really more advanced than another who can add three lines of figures correctly if only he is allowed his own time for the performance. A showy profession in this subject is not accepted as a compensation for the lack of power to add a few numbers without having recourse to mechanical expedients. Whatever the profession in arithmetic is, the fundamental thing to be observed is that the instruction should be conducted on correct lines, and that it should be thorough as far as it goes.

Rapid summation.

Object lessons.

"Due provision is made in the infant school for the training of the senses by means of object lessons. It is quite possible to have too many of these as well as too few. A surfeit of minute explanations of common objects is not good for any human being. Excessive repetition of the same heads, the same divisions, and the same inferences has a benumbing effect on the intelligence. The skeleton which binds together the ideas composing the object lesson should be as simple as possible, and the questions put to the class should not always take the same form. Orderly exposition should be interwoven with questions that excite admiration and surprise.

Recreative work.

"A large part of the teaching of the infant department continues to take its form from the desire to enliven and diversify the purely intellectual routine. I am unable to point to any striking novelty that has been introduced in the course of the past year, but no hesitation is felt in reporting favourably of almost all work of this kind. The idea that the minds of the children should receive a bias towards education is the prevailing one at this stage, though the substantial benefits conferred by Kindergarten occupations and by musical drill are not to be despised.

Reading.

Faults.

"Expressive reading includes correctness, fluency, natural intonation and due regard for the nature of the subject matter. In other words it should be natural, intelligent, and animated. The continuous run of staccato sounds, which is the highest product of the art of reading in the infant departments of so many country schools and of some town schools as well, is apt to recur in Standards I. and II. Not unfrequently also, the habit of pausing deliberately at arbitrary intervals or of commencing in a high key and continuing the same note till the end of a whole paragraph, tends to persist in the upper classes of the school. Other faults are over-precision in the pronounciation of final syllables and that glib rapidity of utterance which indicates little more than mechanical expertness. These strictures apart, the production of good reading holds an important place in all well-conducted schools.

Writing.

The Civil Service style spreading.

"Reference was made last year to the gradual revolution that has been taking place in regard to the method of forming and joining the letters. The old copper-plate caligraphy with its somewhat exaggerated slope is rapidly disappearing, and a new fashion has come in, 'with evident intention to stay.' The Civil Service style of writing in one or other of its forms is ousting all others, and it must be acknowledged that the change has been attended with most beneficial results. The writing of a class is now much more uniform and legible than it used to be. The ungainly scrawl is in many schools delightfully rare, and it is questionable whether on the whole the writing of the Glasgow schools was ever so good as it is at present. True, one hears occasionally dissatisfaction expressed regarding the character of the penmanship of pupils turned out by the schools, but these are probably exceptional cases, for which the system of instruction can hardly be held responsible. No doubt when a pupil has left the standards, and is applying himself to special studies, his writing is not so careful as it used to be, but my experience of examination papers does not bear out anything approaching a general deterioration in this subject, and anyhow the gain in neatness, clearness, and distinctness that has followed the adoption of the new system, wherever it has had a fair trial, is not open to dispute.

"A good deal of preliminary training in composition is now done in the standards below V. In our best schools the instruction proceeds on a systematic plan, the work of one standard being resumed and amplified in the one immediately succeeding it. The practice of answering questions by means of short sentences shows itself even in the infant department, though it is not by any means widespread. It is a practice, I think, which can quite well be cultivated to excess, imparting, as it may do, a stiffness and formality to lessons which should be a delight, and so curbing with unnecessary restraint the freeness and spontaneity of child-life. I have therefore been rather chary of insisting too strongly on it at this period, and have contented myself with recommending it as an occasional variation. It is perhaps hardly advisable to begin set lessons on composition till Standard I., and even here such educational formulas as *ne quid nimis* and 'one thing at a time' should be carefully borne in mind. Slovenly answering of questions ought, of course, to receive prompt correction at all times and at all stages. The dictation exercise in Standard II. affords opportunities for calling attention to the various uses of the capital letter, with which the children have become to some extent familiar in the transcription lessons of Standard I. In Standard II. also short sentences are made, illustrative of the qualities and actions of common things; and in Standard III. this exercise is further extended by the reconstruction of short stories which have been read out by the teacher, and the main facts of which have been taken down by the scholars on their slates. Analysis is now taught alongside of composition, and the next important step is reached in Standard IV., where the interlinking of sentences by means of conjunctions is brought prominently into view. All the results of the previous work are gathered up in Standard V., in which large use is made of the reading lesson for composition purposes. This is followed up by blackboard exercises on the written work done by members of the class, the vicious use of relatives, prepositions and participles, illegitimate ellipsis in sentences and the like being subjected to the criticism of the pupils themselves. The programme of Standard VI. includes careful revision of the earlier exercises, and special lessons on the paragraph. The leading aim of the teacher in Standard V. is to obtain a readable reproduction of a story. The teacher in Standard VI., therefore, begins where the other stops, with simple reproduction; and a considerable time is occupied in furnishing the pupils with materials for the construction of a short essay and its proper arrangement. An attempt is made to get part of this aid from the pupils, and the amount of assistance rendered by the teacher is gradually lessened. Progress in this subject perhaps more than in any other, depends on the intellectual atmosphere of the home life.

Composition.

A systematic plan of lessons.

"In the earlier stages of arithmetic it is still necessary to draw the attention of teachers to the fact that the accuracy of the general results is not appreciably affected by increased rapidity of working. The important thing is the continuous inculcation of rational methods, and for this the head master is mainly responsible. It is his duty to see the end from the beginning, and to ensure that the work of one teacher is fitly prepared for by the work of another. Solidarity of instruction is a guiding rule in awarding the excellent grant.

Arithmetic.

Solidarity of instruction.

"The paper work of the standards above II. shows—what *a priori* might be expected—that in general the per-centage of sums worked correctly is highest in Standard III. and lowest in Standards V. and VI. In the higher standards the number of questions that involve practical applications of the rules of arithmetic rather than mere illustrations of them is greater than in Standard III., and the intellectual dexterity needfu. for the solution of such problems does not increase in proportion to the lapse of years. Adequate attention is given to mental arithmetic in all but the weakest schools. It ought to be regarded as an essential part of the general work done in arithmetic, not only on account of its intrinsic value, but also on account of its close relation to the quality of the written work. In blackboard demonstrations it should be brought into requisition in cases where results or partial results can be brought out independently of written figures. In some schools a definite portion of time is allotted each day to the solution of simple sums without the aid of the slate."

Mental arithmetic.

Class Subjects.

The following table exhibits the total number of schools in which the respective class subjects were taken up, and indicates the direction and general quality of the instruction:—

Name.	Number of Departments				Approximate Per-centage of Number of Departments		
	Paid at			Total Number examined.	Paid at		
	2*s.*	1*s.*	0.		2*s.*	1*s.*	0.
English	895	134	5	1,034	86·5	13·	·5
Geography	893	120	7	1,020	87·5	11·8	·7
History	821	127	12	960	85·5	13·2	1·3
Elementary Science	14	3	0	17	82·4	17·6	—
Needlework	22	1	0	23	95·7	4·3	—
Totals	2,645	385	24	3,054	86·6	12·6	·8

Class subjects.

English is all but universal, and geography treads on its heels. History, though somewhat less popular and more liable to displacement, still holds its ground. Having specially adverted last year to the importance and suitability of this subject, I need only draw attention to Mr. Bathgate's sensible remarks. I concur with him in saying that it would be a great misfortune if the subject of history disappeared from the curriculum.

Elementary science.

Elementary science, notwithstanding the frequent advocacy of its claims, makes but little headway. The subject has had a fair trial, and the meagre results of a series of years demonstrate the hopelessness of running it alongside of more attractive rivals. We should doubtless have plenty of science, if the subject were placed on the same privileged footing as needlework, which is usually taken, not as a class, but as a general subject. In any case we should achieve more by attempting less. The instruction requires simplification and should partake rather of the nature of graduated object lessons. An ambitious programme bewilders immature intellects: it is like putting out the fire by heaping coals on.

The tabulated results reveal a close approximation in almost every detail with those of last year, but it is pleasing to observe that the difference so far as regards the quality of the instruction is uniformly on the right side. The general character of the teaching, as judged by the classified awards, reaches a very satisfactory level, and does not call for much detailed criticism.

Recitation.

Recitation is almost always given with perfect accuracy, and in the majority of cases with good elocutionary effect. The pieces might sometimes be better chosen and their scope more intelligently explained. Children who can give the meaning of words and phrases readily enough often lack facility in expressing in their own words the sense and bearing of a passage.

Grammar.

Grammar receives its full share of attention, and in skilful hands is always a valuable intellectual exercise. Analysis, as now divested of its cumbrous nomenclature, is in most cases satisfactory in itself, but its principles might be turned to more account as an aid to composition.

There is plenty of the analytic, but not enough of the synthetic. Deftness in separating the parts of a complex sentence is frequently accompanied with inability to fashion sentences on the same model in actual composition. Another point to which attention may be drawn is the rather common neglect of word-building, an exercise not only interesting in itself, but helpful towards the development of intelligence as well as the enlargement of vocabulary.

Geography.

The teaching of geography is not only for the most part satisfactory but steadily improving, and in the majority of cases the higher award is earned with ease. There is in general a liberal supply of maps, diagrams, and other kinds of apparatus. Prominence is given to topography, but in a much less mechanical fashion than formerly. A blackboard is often set apart for the geography lesson, and the teacher fills in step by step and day by day the several places and features of the country or part of the world on the study of which the class is engaged. Several schools have a nucleus of a museum, consisting of specimens of raw and manufactured products both native and foreign.

History.

History shares in the general progress. The biographical or personal element properly predominates in the earlier standards, and higher up the subject is, on the whole, sensibly taught. It is becoming not a mere collection of facts in sequence, but a more or less intelligent review of events traced to their determining causes. There is also growing evidence of a keener interest in newspaper records of matters of general moment.

Practical cookery.

Practical cookery makes headway and in all properly organised schools may be said to be a regular part of the instruction. Domestic economy, which embraces the theory of cookery without its practice, has correspondingly declined.

Laundry work. Manual training.

Laundry work and manual training are engaging increased attention, and there is every promise of a material development in both directions.

Mr. Bathgate:—

Elementary science.

"Few changes have taken place during the year in the class subjects professed in the schools. Two additional schools in my district have taken elementary science, and the teaching has generally been spirited and intelligent. There seems to be a preference for the inorganic side of science, either because chemistry is a favourite subject of study for the teachers, or because experimental demoustrations can be made more interesting to the scholars than descriptions of plants or animals with or without illustrations. These reasons have a certain weight; but it seems to me that in some cases the experiments take longer time than can conveniently be given, and presume a larger amount of general knowledge than pupils in the highest standards possess. The elementary science that is possible in the elementary school can only be a series of object lessons classified on scientific principles. It cannot be a combined system of chemistry, physiology, and botany.

Teaching of history.

"When elementary science has been professed, history has been studied in the reading books of each class, and has thus far received adequate attention. It would, I believe, be a great misfortune if the subject of history disappeared from the curriculum, and I do not at all share the opinion that it is unsuitable for teaching in the elementary school. Most people in looking back on their own school days can recall the interest they felt in the history even of the school book; and wherever I have seen the subject handled with spirit and insight by an elementary teacher, I have found the scholars interested. It is true that the complicated social and political conditions from which history is evolved cannot be made intelligible to children. But if the personal element in history, stirring events, and great epochs are made duly prominent, the subject becomes highly stimulative to the imagination and the memory, faculties which are specially active in the time of youth. Some knowledge of history is indeed a necessary part of the citizen's education. It will prevent

him from forgetting that he is a member of one of the great competitive races of mankind, and from thinking that the only interest of the citizen is a favourable division of industrial profits. Recent travellers in Australia tell us that there history has been banished from the elementary school, and that as a consequence all feeling of race seems to have died out in large portions of that continent. We cannot afford such a decay of national feeling in the mother country.

"Systematic manual instruction has been given in only two schools in the district. One of these is the Preston St. Public School in Glasgow. This school, however, accommodates 304 pupils in 10 classes drawn from seven schools. Three of the schools therefore supply two classes numbering from 30 to 35 in each. The object of the instruction is to show the principles underlying handicraft in wood. Each class gets a lesson of two hours once a week. All the exercises are executed from full-size drawings made by the boys. Instruction is given during the first year in the use of the saw, the plane, and the chisel. For the second year more advanced work in carpentry is prescribed, such as making mortise and tenon, dovetail and other joints. A good beginning seems to have been made, but a further report may be postponed till the scheme has been longer in operation.

Manual instruction.

"The other school, the Buchanan Institution in Glasgow, is an interesting case. It has been conducted for many years as a school, partly for the Code, and partly for industrial work. The boys are of the poorest class and are practically day-boarders supported by an endowment. At present the boys in the 6th Standard have 4¾ hours daily of Code work; their manual work goes on for 2 hours a-day with occasional hours before breakfast. Those in the 5th Standard have 4 hours 10 minutes of Code work, and 1 hour 40 minutes of industrial work daily. The manual work is mainly carpentry. Lessons are given on the management of tools, and on the growth and kinds of wood. Exercises are drawn to scale, and are the invariable preliminary to work arranged according to the requirements of the Science and Art Department, such as sawing, planing, mortising, dovetailing, chamfering, &c. Last year the award of excellent was obtained from that Department. In former years a great deal of tailoring has also been done. The special feature of the school is the combination of so large an amount of manual work, producing great quantities of articles that command a ready sale, with the ordinary work of the Code. The combination has certainly on the whole been successful. The boys have been active and interested in both departments of their work, and a remarkable number of them have made their way to respectable and comfortable positions in life. No doubt for boys intended for commercial pursuits a greater concentration of work on the Code subjects would be advisable."

Dr. Smith:—

"Geography and history now go together in many reading books. It would be convenient if in the combination the geography lesson could have a little bearing on the history lesson preceding or following it. The natural characteristics of a country so largely affect its political destiny that a clearer notion of the one might be gained by a simultaneous explanation of the other. It would be desirable also that history, as it is continually becoming longer, should likewise become more modern. The date of the landing of Julius Cæsar on the shores of Britain is of infinitely less importance to the children of our day than the date of the passing of the Reform Bill; and in some aspects the present century, though less picturesque than 'the stirring days of yore,' is the most instructive of any in our record; yet, perhaps, less is known of it by the average pupil in a national school than any other. It is to be wished, too, that social history could be more largely mingled with political history,—the growth of industries with the fate of dynasties. The victories of peace, however, are less catching to the youthful imagination than those of war, and I fear that in the future, as in the past, I shall find six children who know the date of the battle of Blenheim for one who can tell me anything of the struggle for free trade. In geography a suitable importance is given to the native land, and great verbal readiness is shown in answering questions, but considerable slackness in naming places on the map.

"No subject has been taken up with more eagerness in our evening schools than cookery. The number of pupils in each class being limited to 24, it has

been found necessary in several schools to form two classes. The majority of the pupils are young women who are of an age to appreciate the instruction to the full, and are more likely to practise at home what they have seen done in the school than younger girls would be. In some of the smaller schools the teachers have to work under some disadvantages as to equipment, but for the sake of the pupils this is not altogether to be regretted. The latter are more likely to be convinced of the possibilities of home cookery when they see what can be done with one or two pots on an open fire than when they have to emulate the results obtained with a gas-stove where any degree of heat can be steadily maintained, and an elaborate array of utensils. The intention of the Old Monkland School Board to form a school of cookery at Coatbridge should, in my opinion, have results of some importance in spreading a knowledge of cookery throughout the whole county. I think it eminently desirable that all female teachers should be trained in cookery. If they were it would be possible to have a cookery class in every school, whereas now it is not possible, on the score of either economy or convenience, to send special teachers to small and remote places. Moreover, women trained in teaching and dealing with pupils with whom they were familiar, would make better instructors than those who have learned merely to cook, while cookery, becoming part of the routine work of the school, would fall naturally into its place."

Mr. Boyd:—

"The class subjects continue to be, on the whole, well taught, but geography and history in the 1st and 2nd Standards are apt to be taught in a dry and technical way, and without proper regard to the tender age of the scholars. I have heard, for instance, lessons to these young classes in which they were laboriously taught that the earth is an oblate spheroid, and made to commit to memory the lengths of the polar and equatorial diameters; and even where much more judgment is shown, the way in which the orange, with great emphasis on its flat ends, is insisted upon as the true representation of the earth's form, conveys to these children quite an erroneous impression. In history, also, a dull chronicle of events, without anything to stir the imagination, deprives the subject of real interest. I do not imply that this state of matters is at all general, but I should like to be able to report that it does not exist."

Mr. Marshall:—

"English is by far the most important of the class subjects, and yet it receives less study than history and geography. The poetry is often got up in six or seven weeks, and then neglected till the last quarter of the school year. The lessons in Standards I. and II. are nearly always taken from the reading book; in the middle and upper standards the place of the reading book is often taken by a special poetry book—not so much because of the superiority of its contents as because it is thought to cover the field better and to give all that is needed for teaching purposes. The weak point in the choice of the poetry is that there is no attempt made to group the works so as to give a representation of what is human and interesting. Detached poems on such subjects as the Cuckoo and the Pet Lamb serve for verbal study, but genuine culture requires an exhibition of the different spheres of life to broaden the sympathies and extend the circle of ideas. In large works the same defect obtains. Two or three stanzas from the 'Lady of the Lake' or selections from 'Julius Cæsar' are given, but only the trained teacher knows how to make the study valuable by giving a detailed analysis of the whole work, showing both the characters represented and the scenes illustrated. The large poems used to be taken up when English was a specific subject, and in those days much better work was done. The intention of the fifth schedule is specific, and the graduation over all the six school years implies a systematic course. There is one element in English that is too much neglected—I mean idiomatic speaking. The tendency to answer in monosyllables instead of sentences does not aid accurate thinking, and, when a scholar is forced to speak in rounded sentences, he often shows false phrases and crude idioms. The reason is that in the highest instruction the teacher confines himself to slavish catechising on the matter of the reading lesson and allows the scholar to use the very words of the book. The pupil does not make the matter his own—the major part

English.

remains undigested—and if the element of regular dialogue between teacher and scholar is not fully utilised, there is no store of fresh ideas or new results added, and the result is that, without a book to refer to, the most of the scholars are unable to reproduce the simplest thoughts, much less to do anything independently for themselves. The composition exercise is a weighty instrument, but the speaking is more easily applied, is more living and more stimulating to spontaneous work. Reading, speaking, and writing are the three great factors in the acquisition of English; they are not equipollent, but, if any one be neglected, the culture will be one-sided and inharmonious.

Geography. "Geography trains to habits of observation more than any other class subject. In the two lower classes too much is done by way of definition, whilst the child should be taught to use his eyes more, and describe natural objects. The river, the hill, the valley, the lake, would be much more lastingly impressed on the child's imagination and memory were he encouraged to mark and group the parts and offices of these objects as seen in his own district. Too many teachers despatch a hill with no character but a top, a side, and a bottom; they say nothing about the different kinds of hills, their forms, and their functions, and they are equally ready to slump the qualities of a river into banks, bed, source, and mouth, without regard to its specific character of navigability, draining, winding, &c.; they even leave the scholars with the false notion that all rivers and all hills are identical in their main outlines and proper functions. More might be done to illustrate the geographical forms either by maps, or the blackboard, or models. The study of the mother country in Standard III. is generally successful, although there is not sufficient discrimination of what is essential. The Clyde receives no more attention than the Ayr, and the county of Orkney is treated as fully as Lanarkshire. Capes and bays are committed to memory without illustration, and are regarded as important as firths and peninsulas. Islands do not command more respect than moors or isthmuses, and Strathmore is not described more adequately than Nithsdale. Glasgow and Edinburgh are not more fully characterised than Dumfries and Kilmarnock, and the Scotch industries—such as shipbuilding, iron founding, tweed making—do not receive the specific attention that their greatness and worth require. No doubt the mere topography does not bulk so largely as it did, but even yet there is too little weight laid on the physical elements. In the IV. the field is much wider, and the topography is so great that naturally it must be limited to what is important. The use of maps is much more universal, and the geographical readers are generally well illustrated, although they do not show the *relief*. The scholars show considerable power in describing districts and counties, and this is no easy matter. One may conclude that the work has been adequately mastered, when pupils can describe fully the course of the Severn, or the county of Caernarvon, or the Yorkshire ridings, or the south coast of Ireland. There is a great temptation to get up too many figures, *e.g.*, the length of the Dee, or the population of Cork,—although it must not be forgotten that detail relating to what is great is necessary. Comparative geography is very valuable, and the scholars can readily be taught to examine, group, and compare. The scholars readily see how Scotland differs from Ireland in respect of hills and plains; how the English hill-system differs from the Welsh; they grasp the importance of the British firths, and the central situation of London compared with that of St. Petersburg. The geography in V. and VI. is of mixed quality. Europe is difficult to overtake, and the facts given are often crude and uninteresting. On the physical side the mountains are not readily understood; the Alps, in particular, are incomprehensible—most scholars know neither centre, nor beginning, nor end. Their height is all that is known. The river systems are known more intelligently—chiefly, however, the Rhine, Danube, and Volga. The political element receives more study, and you will get good facts respecting Paris, Vienna, Berlin, St. Petersburg, Rome, &c. The industries receive considerable attention, but the knowledge is, on the whole, general, and often one sided. The colonies form a large field, and they can be known only relatively. The great countries, such as India, Australia, Canada, are studied to good advantage, particularly in departmental schools.

History. "History does not stand on the same footing as geography, for the data of geography can be verified by observation, but the facts of history appeal

mainly to the reason and memory. The epochs chosen are properly Scotch in the lower section, but it surely collides with the principle of historical development to stick to the War of Independence and the Reformation periods. In the middle classes the two characters chosen are mainly Bruce and Mary. It seems a mistake to take two isolated personages who can not be grouped. In the upper section the Hanoverian period is studied to some advantage, particularly the Georgian section. The Victorian period does not come to much, the Indian Mutiny and the Crimean War being mostly detached for special consideration. History is a valuable training, when details are avoided and only great facts considered. The character of the Georges compared with the Jameses; the battles of Napoleon contrasted with those of Marlborough and the like, are easily traced, and stimulate to genuine thinking."

Mr. Harvey :—

"Three class subjects, English (including repetition, grammar, and intelligence), geography and history are professed in the great majority of the schools in South Ayr and Wigtown. History remains much in the same state as formerly. Repetition is very variable in merit; sometimes the recitation is correct and spirited, and the meaning of the piece well grasped; in too many schools, however, there is evidence of perfunctory and slipshod teaching of repetition. Geography and grammar both receive suitable attention."

Mr. Fraser :—

English.

The recitation of a typical country school.

"In the average country school recitation of poetry is generally a mediocre performance. The prevailing tone is monotonous. The jog-trot of the normal verse accents, especially in the Iambic tetrameters of Sir Walter Scott, is allowed to overcome all considerations of sense and variety. The smaller prepositions and conjunctions are sometimes pronounced with an emphasis that verges on the ridiculous.

Choice of poetry.

"In selecting materials for repetition the teacher is sometimes met by the pecuniary difficulty, the reading book used in the class presenting but little that reaches a high standard of merit, and the pupils being unable or unwilling to purchase what publishers offer to them in a separate form. The consequence is that the labours of a whole session may be devoted to the exegesis of verses that might indeed shed lustre on the poetry corner of the provincial newspaper, but can have no appreciable effect on the intellect or the imagination.

Grammar "beyond the Code."

"The grammatical examination sometimes makes use of matter supplied by the poetry lesson, but more frequently the reading lesson or isolated sentences are utilised in the same way. There is a tendency in some schools, at least in Standards II. and III., to profess more than the Code requirements. And as a general rule knowledge that is a little in advance of the *minimum* is rather to be commended. But if I may be allowed the expression, the Code requirements are 'exceeding broad.' They may be fulfilled in the letter or in the spirit. I object, therefore, to a profession that is in advance of the standard requirements so far as the letter merely is concerned, a profession that has taken no account of the possibilities of awakening the intelligence that lie within the prescribed limits of instruction. It is quite unnecessary to profess parsing in Standard II. or even in Standard III., considering the amount of intellectual training that can be got from the apparently simple discrimination of noun and verb, and subject, predicate, and object. It is far better that the scholar should at this stage be able to form or extend sentences with the material at his disposal, than that he should be introduced prematurely to the time-honoured minutiæ of parsing. Much the same kind of remark might be made in regard to the upper standards, where grammar is on the whole well taught; the lore of the subject should be kept in subordination to its higher function of disciplining and stimulating the intelligence. A good deal of random answering in oral examination can be accounted for by the over anxiety of the teacher to obtain an immediate proof of the results of his teaching. He does not distinguish between answers that are valueless without the exercise of thought, and answers that merely reproduce the instruction that he imparts. Mere facts, which depend for their acquisition on the ordinary laws of association, ought doubtless to be reproduced with promptitude and accuracy, but

Different kinds of questions.

there are questions which require reflection before they are answered, and unless the reflective process takes place, the value of grammar as a mental discipline is lost.

History. "History is taught mainly on the old lines. The usual stories are met with in Standards I. and II. Coloured pictures serve to make these interesting and attractive, and the wonder is that they are not adopted in a larger number of schools. Robert the Bruce and Mary Queen of Scots hold the field in Standard III. To abolish them would lead to an outcry against the Anglicising of our national life, and yet one feels that the materials of the history book as they are conveyed to the minds of the learners have frequently a jading effect. This is especially the case when the story of Scottish independence has already been partially taken up in Standards I. and II. In one school where the children had been questioned day after day on the well known events of Bruce's life in preparation for the coming examination, the teacher being confronted with a good deal of spiritless answering, asked her pupils why they were so dull. One little girl replied, 'Please, ma'am, we're sick of it.' Tedium of this kind is no doubt more or less characteristic of the work of other standards—and, indeed, of all work—and the teacher's own training and good sense ought to suggest a remedy for it.

"I do not think that because all children do not find history interesting, that is a reason for dropping it out of the curriculum. On the same principle many other subjects of instruction would also have to go. It is too late to postpone a knowledge of the main facts of our island story till the adult period. As somebody has remarked, 'A people that takes no pride in its past is not likely to have a future to be proud of.'

"I find geography as well taught as ever, and wish here merely to emphasise the importance of teaching it by utilising its connecting points with life and history. A good part of one's own geography is derived from reading and travel.

Elementary science. "Elementary science was taken last year as a class subject in Washington Street and Petershill Public Schools, Glasgow, and provision has been made for teaching it in several other city schools. In Standards I. and II. the

Syllabus. instruction consists of object lessons. In Standard III. a tabular view is given of the three natural kingdoms and their characteristics. Attention is then directed to the various classes of animals (illustrated by types), the main organs of the plant and their functions, the different kinds of matter and their properties. In Standard IV. the work of the previous standard is recapitulated and extended. The work of Standards V. and VI. is mainly physical and chemical. I am not sure that too much may not be attempted in the more advanced stages. An enthusiast is apt to forget that he is addressing children

Aims. and not students at a university. I gladly bear witness, however, to the aims of the teachers, which include not merely the cultivation of habits of observation and accuracy, but training in the process of inductive reasoning. I was particularly struck by a lesson on heat given to Standard V. by the headmaster of Washington Street School. I noticed the pains he took to make the pupils reconstruct the principal laws of heat from the experiments performed in their presence, and I could see from the questions which I afterwards put on some of the practical applications of what he had been saying that the lesson had been well assimilated by a fair proportion of the class.

Apparatus. "The apparatus necessary for teaching purposes has been supplied by the school board with no niggardly hand. In Petershill School, each teacher is supplied with a cyclostyled copy of the list of pictures, diagrams, preserved specimens, chemicals, tools, &c., kept in his own room and in those of others, and may thus be expected to be intimately acquainted with all the articles available for his lessons.

Cooking. "A Glasgow school without cookery is an anomaly. The subject is evidently a most popular one, and girls take to it as naturally as at an earlier age they take to doll-dressing and other things that foreshadow domestic occupations. In one school which I visited, an additional practical lesson was given daily to different members of the class, the subject being no other than a luncheon of at least two courses for the teachers. I have unfortunately

had no opportunity of witnessing the laundry work done in the Glasgow schools, but I can testify to the amplitude of the provision made for teaching it. The School Board of Glasgow, always on the look out for what is new and beneficial, have also instituted a course of free lessons in swimming, for which, of course, they receive no grant of public money. These lessons are given in the Corporation Baths, and are restricted to scholars of the VIth and Ex-VIth Standards who attend school regularly and receive their parents' permission to accept them." Laundry work. Swimming.

Music.

The following grants were paid under Art. 19 A (2):—

	No. of Schools paid at the Rate of		
	1*s.*	6*d.*	0.
Older pupils - - -	832	168	4
Infants - - - -	129	4	0
Totals - - -	961	172	4

Singing is almost always professed, and singing by notes is steadily supplanting singing by ear. The tonic sol-fa method is usually adopted, and in many cases the senior classes are also taught the staff-notation, which is indispensable to the general study of music. In Glasgow, where the instruction is entrusted to a skilful body of visiting masters, excellent results are obtained all round. Songs are sung with great precision and good tone, and praiseworthy readiness is shown in answering ear and other tests.

Mr. Marshall:—

"Pestalozzi has the credit of introducing singing to the school. We owe him a great debt, for without singing school work would be wearisome. There is only one school where there is no music, and, whilst we cannot well make it obligatory, some shift should be made to give the scholars at least ear singing. The singing continues to improve, and the scholars attack a new piece with manifest spirit and pluck. There is, perhaps, room for more colouring—the scholars are apt to sing everything much alike even where the notation shows the different shades. The element of tone is well cultivated, except, perhaps, the six-pulse measure in which only the good schools succeed. There is no difficulty in getting singing at sight in passages in three or four-pulse time, but where the time is broken into halves and quarters or in chromatic passages, the exercise is trying and demands precision and tact. The singing of two-part music at sight is very often correctly done at the first attempt, and nearly always at the third attempt. In some cases the teacher sings with the pupils, but when they are left to themselves, only the good scholars will stand the test. The school songs are not always chosen with discretion. The Scotch element is not neglected, and the 'Bonnie Banks of Loch Lomond,' 'Hail to the Chief,' 'Gin I were a Baron's Heir,' and other national melodies are often tastefully rendered." Singing.

Needlework.

Needlework continues to receive the special attention of the Glasgow board, and is elsewhere, as a rule, well taught. In Glasgow the in-

struction is encouraged and stimulated by the prospect of prizes, which are awarded at the date of the inspection in the proportion of one to ten in each standard. The prizes consist of articles which will be useful to girls. All the industrial material required in the different schools is supplied by the board, and the scholars are asked to pay for it at the price paid by the board. This arrangement has now been in operation for two years, and has worked well. The material is provided at the beginning of the school year, and the girls make it into garments. It is one of the regulations that all the scholars in each standard should make the same garments.

Organisation and Discipline.

The following table shows the grants paid under this head :—

	No. of Schools paid at the Rate of		
	1*s.* 6*d.*	1*s.*	0.
Older pupils - - -	772	263	1
Infants - - - -	112	23	0
Totals - - -	884	286	1

Mr. Bathgate :—

"The school board of Glasgow are making very satisfactory progress in classifying and grading their schools. They have now set apart five schools in which secondary departments are to be provided. In 16 schools instruction is to be given for one year beyond the standards. Of the remaining schools the great majority are restricted to the six standards; but in cases where there is less than an average of 12 scholars secured for the 6th Standard the school is to have only five standards. The schools are thus divided into four classes. I hope that before long these classes may be reduced to three by the addition of the sixth to the compulsory standards. Such a classification would correspond more or less closely with that, which is common in Germany, of elementary, higher elementary, and secondary schools.

"I must testify to a very high general standard of discipline within the walls of the schoolroom. The scholars are not only under very good control, but show a ready and obliging disposition in things connected with their work. It would be well if such habits were extended beyond the school to the playground, the streets, and the homes of the scholars. I occasionally receive complaints of rude behaviour to strangers in the streets, and I should like to see the scholars in playgrounds show deference to strangers by stopping their gambols to let them pass and by other similar acts of courtesy. There is no doubt that the motive of all graceful manners, the desire to please, requires to be much more cultivated in our Scottish youth."

Mr. Harvey :—

"The principal factors in appraising discipline are attention, intelligence, prompt obedience, honest and active work. Quietness (while school exercises are being wrought) is, of course, indispensable, but absolute funereal silence is hardly to be expected, especially in infant departments. Organisation occasionally suffers from almost unavoidable deficiencies in staff and premises; in such cases leniency in awarding the grant is advisable. It is gratifying to record that in very few cases have I detected copying or unfair assistance of any kind. The teachers seem to be fully alive to their duty in repressing dishonesty on the part of the pupils."

Mr. Waddell:—

"So far as class arrangements are concerned there is almost nothing to chronicle except the growing fulness of junior classes. What the statistics of age in these classes now may be, I have not considered in detail; but incidentally I was led to notice the matter in several cases. I found that in the following accidental group of infant classes the pupils whose ages ran from seven (completed) to ten, or even to thirteen, were represented by the figures in brackets, 118 (83), 29 (18), 121 (46), 122 (65), 196 (83), 266 (96). It thus appears that in these schools what would, up to a recent date, have ranked as a considerable Standard I., with scattered representatives of Standards II. and III., has now been absorbed into the sphere of infant instruction, while another Standard I. exists side by side with it. I am not to be understood as questioning the propriety of this classification. Teachers are free in the matter, and no doubt the great majority of them act from the most conscientious motives. At the same time, if we have in this grouping an evidence that Scottish education is now reverting to a better basis than it possessed a year or two ago, we have also a proof that it is becoming less arduous as a profession and less heroic in its aims. And should it happen five years hence that half the junior departments in the country have gradually risen to the highest grade of merit, we must pause before citing that circumstance as testifying to an advance in educational efficiency."

Specific Subjects.

The specific subjects are shown in the Appendix in detailed form for each district of the division, but the subjoined table gives the aggregate presentation, and exhibits at a glance the extent to which the respective subjects have been taken up. To facilitate comparison alike as regards progress and direction the figures for the preceding year are placed alongside:—

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Shorthand.	Animal Physiology.	Mechanics.	Physical Geography.	Electricity and Magnetism.	Book-keeping.	Botany.	Navigation.	Gaelic.	Chemistry.
1892-3 -	5,577	4,340	126	9,444	838	2,565	8,752	967	371	111	0	94	500	8	94	187	40
1891-2 -	5,171	4,636	103	8,925	935	2,274	8,940	556	604	59	57	248	360	2	161	204	—
Increase	406	—	23	519	—	291	—	411	—	52	—	—	140	6	—	—	40
Decrease	—	296	—	—	97	—	188	—	233	—	57	154	—	—	67	17	—

French, which now heads the list, is for the most part satisfactory as regards accidence and translation, but, except in schools in which a specially qualified teacher is employed, leaves room for improvement in respect of pronounciation and conversational practice. In schools in which it falls into the hands of a chance member of the staff, it is mostly taught as a dead rather than a living language, and occasionally with an accent the teacher has picked up at his own fireside. French.

German, which, I regret, is receding, continues to be more satisfactory all round, for the reason that it is seldom taken up, unless the teacher has learnt it abroad or otherwise made it a special study. German.

Latin. Latin, though showing a perceptible decrease, is too firmly established to lose its traditional hold. It is generally well taught, and is always
Greek. worth itself as a mental discipline. Greek, though registering a temporary advance, is almost bound to disappear owing to recent changes in the university curriculum.

Mathematics. The rise in mathematics is a hopeful sign. There must be mathematics, if science is to have any backbone. Algebra has benefited by the simplification of the initiatory steps and the laudable efforts of teachers to give the first stage examinees a foretaste of the applied use of the subject. Euclid is, as a rule, creditably correct as regards the bookwork, and in schools where the instruction is intelligent and supplemented with plentiful exercises, riders, if not always successfully worked, are always eagerly attempted.

Agriculture. Agriculture is not only well represented, but shows, as last year, a distinct upward tendency. It is one of the subjects which the county councils are anxious to strengthen and extend.

Shorthand. Book-keeping. Navigation. Gaelic. Animal physiology. Of the new subjects in which schemes of instruction were submitted and approved, shorthand contributes 967 examinees and book-keeping 500, as compared respectively with 556 and 360 last year. Navigation and Gaelic on further trial have proved less attractive. Animal physiology, which at one time dominated the specific instruction, is still represented, but only as the decaying survival of a past order of things.

Mr. Boyd :—

"It is gratifying to notice that while such subjects as book-keeping, shorthand, and navigation are being introduced into schools, mathematics and languages hold their own or more. The presentations in mathematics have risen during this last year from 986 to 1,111, of which 97 were in the third stage. French, taken in 71 schools, has risen from 1,683 to 1,726, and though Latin shows this year, a slight decrease, it was taken in 84 schools by 1,049 scholars, 140 of whom were examined in the third stage. Greek was professed in 12 and German in 10 schools by 42 and 182 scholars respectively.

"The subject of agriculture is gradually finding its way into the country schools, 32 having taken it up last year. There is a further decrease in the number of girls taking domestic economy, chiefly accounted for, it seems, by the growing numbers receiving instruction in practical cookery.

"Gaelic does not seem to grow in favour as a specific subject, having been confined to 11 schools and 166 scholars. Gaelic reading, however, is taught in a considerable number of schools in Argyll in connection with the scheme of the Highland Educational Trust.

"It is, of course, much too soon to anticipate the results of the Secondary Education Schemes, now being inaugurated under the county committees, but there are already indications of more system and definite purpose being brought to bear on the teaching of higher subjects."

Mr. Waddell :—

Specific subjects. "During the year there have been 2,412 presentations in specific subjects, which represents an increase of about a hundred upon last year's figures. In this total seven subjects have all their stages included, three have two, and three one. While shorthand, book-keeping, and other subjects appear in the case of several good schools, mathematics and Latin on the traditional side, and French, domestic economy, and agriculture on the modern side, form much the most popular branches. In some cases the work left upon the mind rather an impression of perfunctoriness. This would come out most in the oral examination of such a subject as Latin or French. In certain schools which might easily be named the character of the subjects deserves unqualified praise. Now that a fresh movement has been made in the direction of higher education it is natural to look at the specific branches partly in relation to that. We seem to be near the parting of the ways in this matter. The old Scottish conception of higher education was almost synonymous with univer-

sity education in its initial stages, and this tendency was further fostered b the circumstance that the teacher was in many cases a prospective clergyman. Such a teacher taught higher branches with praiseworthy zeal, but they were those alone which he had himself learned at college. The result has been that in Scotland higher education has long been summed up in the formula 'Latin, Greek, and Mathematics.' Gradually a race of pupils has sprung up which, while eager for an education in advance of the ordinary branches, has no thought of entering the professions, but looks forward to mercantile and industrial activity. A step was taken towards meeting the wants of such pupils when science subjects were introduced into Schedule IV. twenty years ago. But these subjects embodied merely the 'outlines' or 'elements' of the branches they represented, and no teacher required to spend a hard year's labour in preparing pupils for any examination which could be fairly justified by such a definition. The result was superficial rote work, and the subjects were withdrawn. But the principle which lies behind them cannot be withdrawn. Technical education has arisen since then. And we may rest assured that, supported by modern languages, book-keeping and similar branches, these science subjects will reassert themselves and claim more adequate recognition.'

Mr. Harvey :—

Special subjects.

"Special subjects are more and more concentrating themselves in the larger and better-staffed schools. This is as it should be. In towns such as Maybole, Girvan, &c., and in populous parishes, the general aim is to select one school to provide all the higher education that is required. In districts where the population is scattered the problem of secondary instruction is very difficult of solution. Of course no scheme of elementary education is complete which does not provide a ladder by which the child of even the poorest parents may have access to higher and university training. Such training lies within the reach of an able scholar, however poor, in the large towns, but in the country bursaries are few in number and small in amount."

Mr. Fraser :—

A new departure in Glasgow board schools.

"The opening of the leaving certificate to pupils in elementary schools gave a new impetus to the teaching of the higher subjects. The distribution of a considerable share of the 'Equivalent Grant' among the same class of schools has led to considerable changes in organisation, at least in the city of Glasgow. In a specified number of central schools the teaching staff has been strengthened, and the results so far have been quite satisfactory. As an instance of what, I think, is a new departure in this connexion, I may mention that a French master divides his time between two schools, Woodside and Garnethill, his lessons being supplemented by those of the class teachers. The instruction begins in Standard IV., and is there purely oral. Easy English sentences are translated into French and back again from French into English, in response to the French master. In this way it is expected that the ears of the pupils will become accustomed to French sounds, and that their pronunciation later on will be much better than it has usually been. Standard V. pursues the work of IV. still further, and takes up grammar and the ordinary exercises of the first stage. The same principles of instruction regulate the teaching of the higher classes, that is to say, conversational drill is mainly the work of the visiting master and grammatical drill of the class teacher. I would suggest that at the earliest possible stage the latter as well as the former should ask grammatical and even explanatory questions in the words of the foreign language. This recommendation may be a little difficult to carry out at first, but due preparation and a little experience will soon impart the necessary accuracy and confidence."

Evening Schools.

I subjoin in tabular form the results obtained in the evening schools in my own district. They may be taken as typical of the kind of work done in evening schools generally, though, in view of the revised system of continuation schools, they are more a matter of historical than practical interest.

I.—Standard Subjects.

Standards.	Total Number examined.	Per-centage in Standards.	Per-centage passed in		
			Reading.	Writing.	Arithmetic.
III. - -	188	7·6	92·5	81·4	87·2
IV. - -	249	9·9	97·9	87·1	77·1
V. - -	900	36·1	99·1	87·2	81·9
VI. - -	1,157	46·4	99·3	96·2	75·8
Totals -	2,494	—	98·5	90·5	78·6

II.—Specific Subjects.

No. of Schools in which taught.	Subject.		Stage 1.	Stage 2.	Stage 3.	Total.
18	Mathematics -	No. presented - -	246	72	2	320
		Per-centage passed -	82·3	89·7	50·	83·1
4	Latin - -	No. presented - -	35	9	3	47
		Per-centage passed -	77·2	77·7	100·	87·2
2	Greek - -	No. presented - -	12	3	—	15
		Per-centage passed -	100·	100·	—	100·
7	French -	No. presented - -	103	31	17	151
		Per-centage passed -	82·5	87·1	88·3	84·1
2	German -	No. presented - -	22	5	3	30
		Per-centage passed -	90·9	100·	100·	93·3
1	Agriculture -	No. presented - -	14	8	—	22
		Per-centage passed -	78·6	100·	—	86·3
4	Domestic Economy.	No. presented - -	8	—	84	92
		Per-centage passed -	88·8	—	97·6	96·7
12	Shorthand -	No. presented - -	335	79	1	415
		Per-centage passed -	84·8	96·2	100·	86·9
14	Book-keeping -	No. presented - -	239	25	—	264
		Per-centage passed -	84·9	80·	—	84·4
1	Physiography -	No. presented - -	18	—	—	18
		Per-centage passed -	88·8	—	—	88·8

III.—Class Subjects.

No. of Schools in which taught.	Subject.	Number presented.	Per-centage passed.
3	English - - - - -	41	85·3
21	Geography - - - -	1,067	79·
17	History - - - - -	975	82·4
19	Needlework - - - -	981	98·8
13	Cookery - - - - -	515	100·
1	Laundry work - - - -	26	100·

Mr. Bathgate:—

"During the past year there were 684 scholars presented for examination in the standards; and the per-centage of those presented respectively in Standards III., IV., V., and VI. was 4, 7, 27, 62. The corresponding numbers two years ago were: total, 650; per-centages, 2, 4, 27, 66. This shows a slight retrogression in the standard of presentation. There were 510 scholars presented beyond the standards.

"In specific and class subjects there have been 1,581 presentations, and 1,269 passes. The greatest proportion of passes has been made in English, mechanics, sewing, domestic economy, and cookery, subjects in which the requirements are either easy or specially definite. The work in geography, history, and shorthand has been on the whole successful. The classes in mathematics have done creditably, but the results vary much in different schools. French, German, and book-keeping are the least successful subjects, no doubt because they require more continuous exercise of intelligence and greater knowledge of detail than the other subjects."

Dr. Smith:—

"The new Evening School Code has occasioned the formation of a large number of evening schools regarding whose value it is not yet easy to speak definitely. Where they are really Continuation Schools they may prove valuable; where during a short session, with irregular attendance, they give mere elementary instruction, it it difficult to imagine their having much permanent influence on education. I recently visited one school where the 'infant' class consisted of full-grown men, some of them middle aged, who were trying to grasp the fact that g-o spelt 'go.' I was told that their children helped them with their home lessons. Naturally they were getting on faster than the pupils for whom the primer is usually meant, but I could not help doubting if before the session ended they would have learned enough to make reading anything but a penance to them. Several of them laboured under the disadvantage of being colliers, who, when on the 'night shift,' could not attend the school and thus fell behind in their studies. A higher intelligence and steadier persistence than we can hope to find, save in exceptional cases, is required to make any real or permanent progress in such circumstances.

"Where, however, the work done in the evening school is more advanced than that of the day school, and the boys and girls can be persuaded to come before they have forgotten habits of study, they may prove very useful. I have seen very good work done in such schools in mathematics and modern languages, while drawing has in some schools reached a very high standard. Many schools are including in their curriculum a modicum of manual

training, which is perhaps of a higher practical value than any other to a large number of the pupils. Boys who leave school with the habit of using their hands, and their eyes and intelligence to guide these, are likely to develop into better artisans than those whose training has been purely intellectual; and while admitting fully the need in a fundamental intellectual education it would be foolish to ignore, especially for such a community as ours, the greater desirability of an education which leads the way to the life-work. It is probable that this is one reason—though novelty and the touch of mystery attaching to even the best-known cryptogram are doubtless not to be ignored—for the popularity of shorthand as an evening school subject. I do not, for my own part, attach any special value to it as taught in our schools. Stenography is one of the things which, if done at all, should be done well. It is slowly learnt and easily forgotten, and constant practice is needed to keep up the speed in which consists its superiority over ordinary writing. One or two lessons a week may lay the foundation of a practical knowledge of shorthand for those who care to continue studying it, but they cannot be said of themselves to give that practical knowledge which alone is commercially valuable.

"In one or two subjects it might be desired that a clearer definition of their meaning should be given. 'The Life and Duties of a Citizen' may be described in many ways, according to the bias of the teacher, and the very importance of giving the electorate of the future a true notion of their duties and responsibilities makes it the more important that the subject should not be taught in such a way as to develop political or other prejudices and preconceptions."

Mr. Boyd:—

"The new Evening Continuation School Code has given a great impulse to evening schools, and in the few I have yet had time to visit I have been pleased with the heartiness of the work. The abolition of the individual examination which used to deter many, as well as the removal of the age limit, has brought out a number of young men and women whom I have found earnestly endeavouring to keep up and extend their early education. I notice that in most cases ordinary school reading books are wisely discarded, a volume of some standard author taking their place.

"Not a few school-board members are taking a laudable interest in these schools, but an advance in this matter is highly desirable. In order to the full organisation of the evening school system, boards must take fully in hand matters which are at present left to the inclination or convenience of individual teachers, determine the subjects to be taught, and, in towns, how they are to be distributed over a group of schools, fix the period during which the schools are to be open, and pay the teachers a fixed sum for their services."

I have the honour to be, &c.

R. Ogilvie.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Name of Subject.		District No. 7. (Mr. Waddell.)				District No. 8. (Dr. Ogilvie.)				District No. 9. (Mr. Bathgate.)				District No. 10. (Dr. Smith.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	286	86	27	399	1,327	327	53	1,707	454	102	9	565	448	115	13	576
	Per-centage passed	71·3	93·	88·8	77·2	86·	92·7	96·2	87·4	81·4	77·4	100	86·2	91·	93·9	100	91·8
2. Latin	No. presented	102	72	21	255	561	221	90	872	133	29	1	163	417	274	106	797
	Per-centage passed	62·3	63·8	85·7	64·7	83·6	86·9	92·2	85·3	65·6	30·9	100	65·5	95·9	96·3	96·2	96·1
3. Greek	No. presented	—	2	—	2	12	3	—	15	—	—	—	—	2	1	3	6
	Per-centage passed	—	100	—	100	100	100	—	100	—	—	—	—	100	100	100	100
4. French	No. presented	322	83	36	441	1,799	633	221	2,653	502	146	35	683	1,086	269	122	1,477
	Per-centage passed	70·8	91·56	86·1	75·9	84·6	87·	93·2	86·3	74·1	76·3	70·2	73·5	88·1	95·1	81·1	88·8
5. German	No. presented	11	4	—	15	217	46	8	271	34	10	—	44	52	7	2	61
	Per-centage passed	100	100	—	100	91·2	97·8	100	92·9	92·8	100	—	96·4	100	57·1	50·	93·4
6. Agriculture	No. presented	198	63	75	336	163	81	28	272	113	49	34	196	169	121	157	447
	Per-centage passed	86·8	82·5	73·3	83·0	86·5	86·4	85·7	86·4	95·5	97·9	85·2	92·8	91·1	94·2	98·7	94·6
7. Domestic Economy	No. presented	398	162	102	662	771	388	264	1,423	234	181	60	475	737	630	396	1,763
	Per-centage passed	85·4	83·3	93·1	86·1	91·4	96·1	91·6	92·	86·4	93·6	80·5	86·8	89·5	96·9	95·7	93·5
8. Shorthand	No. presented	46	14	1	61	212	5	—	217	53	2	—	55	104	31	1	136
	Per-centage passed	97·8	92·8	100	96·6	88·2	100	—	88·4	89·4	100	—	94·7	78·8	100	100	83·8
9. Animal Physiology	No. presented	60	—	5	65	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	95·	—	100	95·4	—	—	—	—	—	—	—	—	—	—	—	—
10. Mechanics	No. presented	—	—	—	—	26	10	3	39	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	100	100	100	100	—	—	—	—	—	—	—	—
11. Magnetism & Electricity	No. presented	26	28	27	81	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	100	100	100	100	—	—	—	—	—	—	—	—	—	—	—	—
12. Book-keeping	No. presented	70	12	5	87	20	—	—	20	72	—	—	72	—	—	—	—
	Per-centage passed	70·	83·3	100	73·5	100	—	—	100	72·2	—	—	72·2	—	—	—	—
13. Botany	No. presented	8	—	—	8	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	75·	—	—	75·	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	7	7	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	42·8	42·8	—	—	—	—	—	—	—	—
15. Gaelic	No. presented	—	—	—	—	10	11	—	21	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	80·	81·8	—	80·9	—	—	—	—	—	—	—	—
16. Chemistry	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Appendix—*continued.*

Name of Subject.		District No. 11. (Mr. Marshall.)				District No. 12. (Mr. Harvey.)				District No. 13. (Mr. Jolly.)				District No. 14. (Mr. Boyd.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	334	112	25	471	187	47	16	250	389	99	10	498	781	233	97	1,111
	Per-centage passed	81·4	92·8	92	84·7	77·5	76·6	75·	77·2	85·3	93·9	100	87·3	83·9	82·8	85·6	83·8
2. Latin	No. presented	191	88	28	307	137	60	44	241	414	174	68	656	638	271	140	1,049
	Per-centage passed	87·4	84·	85·7	86·3	88·3	96·7	88·6	90·5	83·5	82·7	89·7	84·	81·7	84·1	77·1	81·7
3. Greek	No. presented	8	2	1	11	—	3	—	3	31	10	6	47	29	9	4	42
	Per-centage passed	100	100	100	100	—	100	—	100	90·3	100	100	93·6	82·7	77·8	100	83·3
4. French	No. presented	261	109	19	389	158	75	45	278	950	527	220	1,797	1,092	435	199	1,726
	Per-centage passed	83·5	88·	94·7	85·3	89·2	85·3	77·8	86·3	89·2	88·	90·	84·	81·4	86·9	84·4	83·1
5. German	No. presented	16	8	1	25	16	13	3	32	138	51	19	208	130	39	13	182
	Per-centage passed	100	100	100	100	93·7	92·3	100	93·8	93·4	82·3	94·7	90·8	92·3	100	100	94·5
6. Agriculture	No. presented	150	84	95	329	150	52	74	276	119	84	94	297	184	74	154	412
	Per-centage passed	91·3	80·9	84·2	86·6	64·7	69·2	85·1	71·4	78·9	95·2	89·3	86·9	80·9	70·3	85·1	80·6
7. Domestic Economy	No. presented	282	230	56	568	282	175	75	532	627	523	403	1,553	874	563	339	1,776
	Per-centage passed	90·	88·6	96·4	90·1	78·	78·9	89·3	79·9	82·9	87·9	95·	87·7	73·7	82·4	81·1	77·9
8. Shorthand	No. presented	64	25	—	89	14	3	—	17	175	37	—	212	148	28	4	180
	Per-centage passed	100	92·	—	97·7	100	100	—	100	85·7	97·3	—	87·7	91·9	85·7	100	91·1
9. Animal Physiology	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	125	103	78	306
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	86·4	98·1	93·6	92·2
10. Mechanics	No. presented	—	—	—	—	—	—	—	—	27	18	—	45	22	5	—	27
	Per-centage passed	—	—	—	—	—	—	—	—	88·8	77·7	—	84·4	81·8	100	—	85·2
11. Magnetism & Electricity	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	13	—	13
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	61·5	—	61·5
12. Book-keeping.	No. presented	8	—	—	8	—	1	—	1	5	—	—	5	144	162	1	307
	Per-centage passed	100	—	—	100	—	100	—	100	80·	—	—	80·	75·7	87·	100	81·8
13. Botany	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	39	47	1	87
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	38·5	91·5	100	67·8
15. Gaelic	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	99	38	29	166
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	81·8	84·2	89·6	83·7
16. Chemistry	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	40	—	—	40
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	67·5	—	—	67·5

GENERAL REPORT, *for the Year* 1893, *by* T. A. STEWART, ESQ., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTHERN DIVISION *of* SCOTLAND.

MY LORDS, Aberdeen, January, 1894.

I HAVE the honour to present my report on the Northern Division of Scotland.

The limits of the division and the number and disposition of the staff continue as before. Of the schools in my own district I reported on 111, Mr. Whyte on 129, Mr. Welsh on 32, and Mr. Munro on 70. Mr. Welsh inspected in addition 45 schools for Mr. Robertson and 19 for Mr. Lobban. Besides my visits to elementary schools I inspected the following institutions:—Aberdeen Gordon's College, Girls' High School, Grammar School (elementary department), the Schools for the Blind and the Deaf and Dumb, Tain Academy, and Inverness Royal Academy (Latin, Greek, French, and German classes). I also sent help to Mr. Calder, and examined myself some of Mr. Macleod's important schools during the illness of these colleagues. The same unfortunate circumstance rendered it necessary for me to preside at the opening meetings of the county committees in Forfar, Elgin, and Nairn. The meetings of the Aberdeen Burgh and county committees and the Kincardine county committee have absorbed a large portion of my time and attention. Our schemes fortunately have now been formulated and sanctioned by my Lords, and promise to work smoothly and fairly, and with benefit to all concerned.

Statistics of work done.

I.—SCHOOL SUPPLY.

Most of my colleagues give details of enlargements and additions to existing school buildings, which they specify in their reports to me. It is quite evident that a great deal remains to be done both at Dundee and Aberdeen. Mr. Calder supplies ample information regarding the former. As for the City of Aberdeen, although the present board have made strenuous efforts to cope with the legacy of arrears left them by some of their predecessors, it must be reluctantly confessed that the supply is at least two years behind date. The following is a description of the situation. At Albion Street School new playgrounds and offices have been furnished. The board seek to acquire additional ground at the back of the school for the purpose of reconstruction or enlargement of the premises. Causewayend School has been doubled in size, and is expected to relieve the pressure at King Street and Skene Square Schools. A large new school is to be erected at Broomhill to relieve pressure at Ruthrieston and Holburn Street Schools. At Porthill School the playgrounds are to be improved, new accesses supplied, and a room added to the infant department. At Marywell Street School a class-

Much yet to be done at Aberdeen and Dundee.

City of Aberdeen.

The present situation.

room has been added and the infant room enlarged. Two large new schools are urgently required, the one on some site between Marywell Street and Torry, where the overcrowding is very serious; the other at Kittybrewster to provide for the neighbouring portions of Aberdeen and Woodside.

Important structural improvements are being carried out in the Grammar School. The Girls' High School has now been completed and opened. The internal furnishings are models of excellence.

Halls not to be longer tolerated.

Temporary halls are still in use to accommodate the overflow from St. Paul Street and Northfield Schools. These are in every way most undesirable and cannot longer be tolerated. Northfield and Westfield Schools are quite behind the times. The buildings should cease to be used for educational purposes, and a new school, to accommodate the pupils taught in both, should be erected in the neighbourhood of the Grammar School. The board have resolved to concentrate the ex.-VI. pupils in the buildings formerly occupied by the girls now attending the Girls' High School. In this case these buildings will require reconstruction and repairs.

Concentration of ex-VI. pupils.

County of Aberdeen.

In the County of Aberdeen there is not much to report. As for the schools mentioned in my last Blue Book report, Leylodge has been handed over to the school board, who have made the best of it. Improvements have been made at Aberarder. Udny Green is in process of reconstruction, and Dr. Bell's, Old Aberdeen, remains as it was. The best course in my opinion in regard to this school would be, after the amalgamation of the districts, to discontinue the use of the building, and also of Old Aberdeen Public School, another very inferior and unsuitable erection, and to build a large new school behind the present Old Aberdeen Public School (where there is ample and open space), of a sufficient size to hold the children attending both the schools referred to. This school might also be used as a practising school for students attending the education classes at the University. New schools are about to be erected at Kincardine O'Neil and Glentanar.

Suggestion.

Kincardineshire.

Secondary school buildings.

In Kincardineshire an excellently equipped and appointed secondary school, called the Mackie Academy, has been built and opened at Stonehaven. The Banchory Ternan Board have provided a secondary department by a very suitable internal reconstruction of the Central School, and the Laurencekirk Board are about to build a separate classroom for secondary work, and to carry out several structural improvements in their public school. The following school buildings must be condemned:—Maryculter Boys, Honeynook, Bank, and Bulwark, as no longer furnishing accommodation that meets the requirements of the Code.

II.—Attendance.

Art. 10 vitiates statistics.

It is unnecessary that I should say much on this subject on the present occasion, for two reasons, first, that it was very fully dealt with by me last year; and second, that the statistics for this year are useless owing to the operation of Article 10. The application of this article is a great boon to the schools in cases of closure owing to epidemics, but is regrettable in cases of arrears. It has been my invariable experience that the omission of the annual inspection is in every way a loss to the school. Inspection, on right lines, is a tonic, stimulating, invigorating, and in every way wholesome.

Annual inspection a tonic.

Two of my colleagues, I regret to say, were laid aside for one or two months by serious illness, and in consequence many of their schools

failed to be inspected. Some of Mr. Andrew's large schools received grants under Article 10, owing to epidemics, and Mr. Lobban, even with adventitious help from Mr. Robertson and myself, had to leave 17 schools unvisited.

The increase of serious epidemics.

I desire to draw attention to a very serious aspect of the question of attendance. During the last five years epidemics among children have been much more prevalent than formerly. Also the country schools have been found, in many cases, to be incapable of containing the children of the neighbourhood, and have had to be enlarged. Now there does not seem to be an obvious, yet I fear there is a very real connexion between these two circumstances. The country population has not increased but rather diminished, being drained by the centripetal attractions of the towns, and yet the children attending school are more numerous than ever before. The explanation seems to be that large numbers of the poorest class of children, many of them living in *insanitary* homes, are filling up the schools. The attraction of free education brings them in. The most scrupulous care in regard to sanitation, not only in offices but in the thorough cleansing of all school-rooms, and in the prompt removal of all dust which probably contains germs of disease, and causes half the mischief, cannot too strongly be insisted on. Some months ago I printed a circular in which I spoke very plainly regarding the neglect of school offices, &c., and sent copies to all the school boards in my district, and to my colleagues in the Northern Division. Mr. Macleod, Her Majesty's Inspector, sent copies to each of his school boards, and I have had several communications from boards expressing their willingness to adopt some or all of my suggestions.

Possible explanation. Insanitary homes.

Circular sent round.

Mr. Robertson contributes a valuable statement as to the importance of sanitation in relation to attendance, which will amply repay perusal.

Mr. Robertson on sanitation.

Mr. Lobban complains that children, whose parents trust to the leniency of the boards, are too apt to leave school just before completing the age of exemption and before reaching the required standard. Mr. Muir also draws attention to this practice.

Summary of Northern Division, 1893.

No. of District.	Name of District.	Number present at Inspection.	Number in Average Attendance.	Number examined in and under Standard III.	Number examined in Standards IV. to VI.	Number examined in Ex-VI.
1	South Forfar -	33,609	29,508·5	23,318	9,315	754
2	North Forfar, &c. -	15,532	13,652	10,170	4,653	276
3	Banff, &c. - -	15,938	13,353	10,480	4,606	813
4	Aberdeen, &c. -	54,179	47,744·3	36,442	15,782	1,837
5	Caithness, &c. -	14,461	12,172	9,365	4,234	802
6	Elgin, &c. - -	8,430	7,346·2	5,421	2,552	474
	Inverness, &c. -	18,660	14,619	12,562	5,111	806
	1893. Totals -	160,809	138,395	107,758	46,253	5,762
	1892. Totals -	160,332	136,157	107,477	46,129	5,729
	1891. Totals -	167,030	141,286	99,799	51,771	5,659

Results and Per-centages.

While the statistics, for the reasons already stated, give no aid in the estimate of increase or decrease of presentation, some interesting information may be gained by comparing the relative recommendation of grants, which, however, to be a trustworthy account, must carry with it the assumption that the schools, which failed to be inspected, would have received similar awards.

Discrepancies in results too great.

I find still great discrepancies in the per-centages of pupils earning the various grants. Unless there is some peculiarity about a district, such as remoteness, sparseness of population, and smallness of schools, the returns should approximate to the average per-centage, and neither rise nor fall very far above or below it.

The	Aberdeen district	includes	Kincardine.
„	North Forfar „	„	Shetland.
„	Banff „	„	Orkney.
„	Elgin „	„	Nairn and Wester Ross.
„	Caithness „	„	Sutherland and Ross (mainland).
„	Inverness „	„	The Lewis (Ross).

Discipline.

As regards discipline, for instance, Aberdeen, North Forfar, and Inverness recommend 1*s.* 6*d.* to 78 per cent. of the schools:—

Banff recommends 1*s.* 6*d.* to	74·8 per cent.
South Forfar, 1*s.* 6*d.* to -	59·2 per cent.
Elgin, 1*s.* 6*d.* to - -	55·3 per cent.
Caithness, 1*s.* 6*d.* to -	52·3 per cent.

Here we have a difference of 19 per cent. between the two divisions of the same county. Possibly the prevalence of the half-time system in Dundee may so far explain the matter. Then Caithness and Inverness, which usually hunt in couples, are here wide apart.

Singing.

Taking singing next, I find that in—

South Forfar	the 1*s.*	grant is	earned by	94·4	per cent.	of the schools.
North Forfar	„	„		50·7	„	„ „
Aberdeen	„	„		77·7	„	„ „
Banff	„	„		72·6	„	„ „
Elgin	„	„		42·5	„	„ „
Caithness	„	„		39·6	„	„ „
Inverness	„	„		38·6	„	„ „

In South Forfar the singing grant is never refused. All the other districts have cases of refusal.

Merit grant, lower section.

Next I take the merit grant, where, if anywhere, we should have as much uniformity as possible.

I. The lower section—Children in and under Standard III.:—

North Forfar	gives	"excellent"	to	35	per cent.	of its schools.
Banff	„	„		23	„	„ „
South Forfar	„	„		21	„	„ „
Elgin	„	„		21	„	„ „
Aberdeen	„	„		20	„	„ „
Inverness	„	„		10·6	„	„ „
Caithness	„	„		3·4	„	„ „

The North Forfar award is undoubtedly excessive, as I said of last year's award; the Caithness award is possibly on the severe side.

II. The upper section.—Children in Standards IV., V., and VI. :— Upper section.

North Forfar gives "excellent" to	14	per cent.	of its	schools.	
Banff	„	„	12·7	„	„	„
Aberdeen	„	„	6	„	„	„
South Forfar	„	„	6	„	„	„
Elgin	„	„	6	„	„	„
Caithness	„	„	2·7	„	„	„
Inverness	„	„	2·4	„	„	„

What is the remedy ? The natural remedy is that the Chief Inspector should have time to exercise his proper and principal function, namely, to visit the districts of his colleagues, and to take part with them in the inspection of some of their schools. This is the only way in which any approximation to a general standard of estimate can be secured. Conferences help, but they are few and far between. At present I find that little or no time can be spared for such visits, because, unless for six months at least, I devote five days a week to the labour of inspection the district would collapse. A large and increasing correspondence has also to be dealt with, and the administration of the working both of my own district and of the Northern Division engrosses a large portion of my thought and attention. The remedy.

The discrepancies in class subjects are not so glaring. North Forfar ceases to shine when we come to geography and history. The per-centages of the schools that earn the 2*s.* grant for English vary from 79 in Banff to 46 in Caithness. South Forfar, 77 ; North Forfar, 51. In geography the per-centages vary from 87 to 53—Banff again leading. South Forfar and Inverness, 75·6 ; North Forfar, 63·8. Here Inverness walks away from its friend Caithness, which scores only 58 per cent., and Elgin is at the foot of the list with 53 per cent. Elgin also stands lowest in the history list, 45·5, while Aberdeen tops it with 83 ; but this subject has been largely and wisely dropped in most of the schools in the Aberdeen district, and as it is usually well taught in the large schools with strong staffs, the high per-centage may in this way be accounted for. South Forfar scores 68·6 ; North Forfar, 67, a satisfactory approximation, and Caithness now turns the tables on Inverness by 68 as opposed to 63 in the case of the latter. Class subjects. English. Geography. History.

III.—Standard Subjects.

Reading is evidently on the upgrade. Little is now heard of the lugubrious monotone. Mr. Whyte complains of a tendency to mouth the words, and Mr. Muir of a proneness to shout. Some Inspectors do not attach much importance to expression and modulation, but there is surely a happy mean between bombastic intonation on the one hand, and the dolorousness of a foghorn on the other. Clear, audible, *pleasant*, and *natural* reading, with enough of expression and modulation to show that the child knows what the lesson means, would appear to be the goal that should be kept in view. The children read far too little. Instead of two school books with all the long words carefully excised, I should recommend half-a-dozen, to be provided of course gradually by the school board. A large proportion of the words will be the same in all the six, and only the new vocables have to be mastered, while the zest and freshness of turning over a new leaf will supply sufficient stimulus. A test by the use of unseen passages prudently selected should always accompany the ordinary reading lesson and examination. Reading improving. Too few reading books. Unseen passages.

In writing, the Civil Service system holds its ground well. A tendency to exaggeration in the early stages, and to make the letters perpendicular or to slope them slightly backwards, should be avoided. Writing. Civil service system.

When taught all along the line, as it should be, we have the product of shapely and legible script, which is a pleasure to read as well as to write.

Composition backward.

Composition is declared to be generally feeble, owing to the lack of vocabulary and imagination, and of disciplinary practice in the way of correctly formed sentences in the lower standards, where all agree the subject should begin.

Arithmetic. Some dissatisfaction.

In arithmetic I find a good deal of dissatisfaction with the work, especially in Standard VI. It must be remembered that this Standard has fallen on evil days. A 5th Standard of, say, 100 in a town school becomes next year a 6th Standard of, say, 50 at the beginning of the session, and dwindles away to 20 or 10 at the end. The pupils who have left, presumably the smarter ones, have fallen out of the ranks for appointments, and only the backward ones—the débris—remain, who are by no means fairly representative of what the Standard was to begin with. This state of affairs, which is not so pronounced in country schools, exists in them in proportionate degree, and tells somewhat severely, in the case of both classes of schools, on the estimate formed with a view to the recommendation of the merit grants. The proposal to assess each standard separately would lead to complication. Simplicity is rather the object to be aimed at. Mr. Whyte says that problems are solved more frequently than before, and that progress generally is slow but sure. He objects to cards as tests, and to the roundabout processes, and fears that the teaching is less from principles than from patterns. The objection to cards is that they are passed round by publishers and got up. We try to avoid such cram by taking as great a variety of cards to the schools as possible, so that very often no child in the school has the same card to work. *It would be well if we could dispense with cards altogether.* Mr. Andrew has some remarks on the subject which deserve attention. At present we are tied down in Standard V., in III. (when individual examination is desired), and in VI. in connexion with secondary education, but the experiment might be made where III. is not examined individually, and in Standard IV.

Standard VI. in evil plight.

Problems oftener solved.

Objections to test cards;

might be well to dispense with them altogether.

IV.—Classification.

Danger of undue promotion.

While Mr. Whyte dwells on the dangers of undue promotion, Mr. Andrew emphasizes the folly and drudgery of hammering at the same tasks all the year round, and suggests that dictation might be added to transcription, and composition to dictation. In both views there is an element of truth. While a teacher may allow a little overlapping so that Standard III. for instance, gets some initiation into the work of Standard IV., the main point is judicious classification on the basis of arithmetic. The demands of the Code are severe enough to ensure as much progress as is desirable in the case of children of tender years. The examiner to whom much seems easy, that is difficult enough to a child, appears to forget that the mind of the child is in the elementary stages of growth and development, and that cramming with facts simply produces mental indigestion. Any child of 8 to 13 (and 8 is a good average age for Standard I.) who overtakes *thoroughly* the work prescribed by the Code has done quite enough mental work for the year. If there is time over let it be filled up with exercise and amusement. The idea of always demanding *a little more* than is in the bond is to me a repulsive one. I would rather demand a little less and be assured that it is well done. It seems so like starting a willing horse with a regulation load, and then piling on bricks to see

The required work sufficient for children of tender years.

Over-pressure.

how many more he can carry. The feat may be accomplished, but the animal in both cases suffers injury and injustice. We are indignant when we see a horse struggling with an over-load, yet, strange to say, the human overburden excites little or no compassion.

V.—Class Subjects.

The relative success with which these have been taught, as far as statistics can show it, has already been catalogued.

English, unsuitable extracts.

The inanity in many cases of the passages selected for recitation has again and again been commented on. The recommendation of the lower grant or no grant at all would soon remedy this defect.

Geography, too many minutiæ.

Geography seems to be taught to the satisfaction of the examiners generally speaking. The multiplication of minutiæ is still noted. Some desire more physical geography and knowledge of maps and globes.

History.

History is generally allowed to be an unstimulative subject for young children. They get all the best of it in historical readers which are generally in use. Mr. Muir believes that history is a suitable subject for school children, but he appears to stand alone in holding this view.

Science makes progress.

Science is making some progress. Several of the large town schools are now taking it up, and in every case it has been found to excite the powers of observation and to develop the faculty of reasoning and reflection. The subject is taught in 8 schools in Aberdeen, 4 in Banff, 3 in South Forfar, and 2 in Inverness.

VI.—Specific Subjects.

Larger numbers in third stage.

There is an apparent increase in the presentations in secondary subjects which would have, doubtless, been greater had all the schools been inspected. A larger number than usual have taken the third stage, and the character of the instruction is generally very satisfactory. Navigation is improving in quality.

VII.—Infant Departments.

These go on their way rejoicing in the city of Aberdeen, and, day by day, lay the foundations of a superstructure to be afterwards completed. It would be well if similar methods and apparatus were found in our country schools, as Mr. Munro suggests, and a little more could certainly be done in the direction of apparatus, even if the funds do not admit of the strengthening of the staff and the improvement of the internal accommodation.

VIII.—Discipline.

Generally good.

Manners improved.

The per-centages range, in the case of the "excellent" grant, from 78 per cent. in Aberdeen, North Forfar, and Inverness, to 52·3 in Caithness. There is a falling off here since last year in Aberdeenshire, and a rise in North Forfar and Inverness. South Forfar awards the grant to 59·2 per cent. of its schools. The comments of Her Majesty's Inspectors are generally favourable. The development of the whole subject of conduct and manners has made the work of inspection amuch more pleasant occupation than it used to be in some schools ome years ago, when the children had to be watched constantly, to prevent copying or collusion. This condition of affairs is now practically

The tawse too much used for trifling faults.

extinct. When I pay visits without notice I am surprised to find the tawse so much in evidence and sometimes even in actual operation. I have no doubt that the severity of former days is gone, but it would seem that there is an incessant smacking for small offences—misspellings, blunders in arithmetic, and the like. This is a wrong and foolish method. Mr. Munro refers to a more pleasing side of the subject.

A suggestion as regards organisation.

As regards organisation I would make the following suggestion. It is common in our large schools to find an assistant teaching the same standard (Standard I., or II., or III.) from year to year. This is division of labour gone mad. The teacher gains no experience beyond her own standard, and is thus less qualified for conducting the work of a school of her own than the country teacher who carries on all the classes and subjects herself, or with slight assistance. A rotation of teachers in the first two or three classes would be a healthy method. The same remark applies to pupil-teachers, who neither in town nor country should be confined to the work of one class. Mr. Welsh draws attention to this point.

Rotation of teachers.

IX.—Singing.

Better class of songs required. Mr. Litster.

I have already commented on the per-centages in this subject. Mr. Munro and Mr. Welsh desire a better class of songs. This branch in some of our town schools reaches a very high level under Mr. Litster's teaching. It is usual to have a cantata sung by selected voices. The most striking results I have noted in a country school are found at Rickarton in Kincardineshire, where the children sing like mavises.

Rickarton School.

X.—Sewing.

Sewing is taught as a class subject in 21 departments in South Forfar, in 13 in Aberdeen, nine in Banff and Inverness, three in North Forfar, one in Caithness, and none in Elgin. The work done is regarded as very satisfactory.

Very satisfactory.

XI.—Cookery and Laundry Work.

Cookery and laundry work are reported on similarly.

XII.—Drill.

Physical drill of all sorts prevails in the town schools and in many country ones. The effects are wholesome to a degree.

XIII.—Pupil-teachers.

In Banffshire 58 per cent. get 60*s*. of bonus and 11·8 per cent. get no grant.

In North Forfar 44 per cent. get 60*s*. of bonus and 8 per cent. get no grant.

In Inverness 35 per cent. get 60*s*. of bonus and 47 per cent. get no grant.

In South Forfar 33 per cent. get 60*s*. of bonus and 16·7 per cent. get no grant.

In Aberdeen 31·7 per cent. get 60*s.* of bonus and 27·7 per cent. get no grant.

In Caithness 28 per cent. get 60*s.* of bonus and 31 per cent. get no grant.

In Elgin 27 per cent. get 60*s.* of bonus and 42 per cent. get no grant.

The general per-centage of 60*s.* grants has fallen from 45·8 last year to 35·7. This is very unsatisfactory, The large number who did not write even *fair* papers is appalling. No doubt the difficulty of the tests has been considerably increased with a view to raise the general level of attainment, and doubtless the country pupil-teacher is at a disadvantage in many ways, but this is no excuse for the low position taken in Aberdeenshire, when the city of Aberdeen is included, which alone employs a large contingent. The central system, the principle of which I expressed my approval of last year, has not yet been introduced. Mr. Whyte says pupil-teachers have too much teaching and too little training. Mr. Andrew and Mr. Muir write to the same purpose.

Very unsatisfactory results.

Too much teaching, too little training.

The pupil-teacher system, which is not indigenous, but an exotic "*grown in Holland*," has never flourished in the soil of this country nor adapted itself to the needs of our schools. It is a compromise at best, and, like other compromises, while it does not provoke active hostility it affords entire satisfaction to nobody.

The system an alien one.

XIV.—Merit Certificate.

An increasing number of schools are presenting pupils for this distinction. If domestic economy were removed from the list of subjects the examination for the merit certificate might take the place of the examination for bursaries under the schemes of the county committees, but as domestic economy is not a secondary subject it would seem improper to follow this course at present.

Numbers increasing.

XV.—Evening Continuation Schools.

The very remarkable response made to the institution of these has caused some not unreasonable speculation. Is the enthusiasm purely educational, and will it last? Time will answer these questions. One thing I distinctly disapprove of is this, that day-school teachers should resume school work in the evenings. They should have the evenings to themselves for rest, recreation, and any necessary work, such as the correction of exercises or the preparation of the lessons for the following day. If it is the money inducement that influences them, this would seem to show that their salaries as day teachers are inadequate when they are willing to work *overtime* to supplement them.

An objection.

The school board of Aberdeen two years ago started a system of evening schools with a wide programme of subjects similar to those included in the new Continuation School Code. The experiment has been a very decided success, and the numbers in attendance have risen from one to over two thousand. The teachers are not confined to the assistants in the day schools, but include many outsiders who are specially qualified to conduct the teaching of the subjects they profess.

Aberdeen evening schools.

Mr. Craigie and Mr. Topping have, at my request, handed me reports of the evening schools examined during the year, from which it will be seen that very solid and gratifying progress is manifest all along the line.

XVI.—Secondary Education.

The great event of the year has been the formation of the burgh and county committees for the purpose of drawing up schemes for the allocation of the money available for secondary education.

Schemes in Aberdeen and Kincardineshire.

Mr. Andrew and Mr. Robertson give details regarding their districts. In the Aberdeen Burgh Scheme two slump sums of 1,000*l.* and one of 800*l.* have been given to our three large secondary burgh schools.

In the county scheme slump sums of 150*l.* are to be assigned to three secondary schools (or schools with secondary departments), and the rest of the money is to be expended on capitation grants and a bursary scheme.

In Kincardineshire slump sums of 400*l.*, 200*l.*, and 150*l.* are given to the Mackie Academy Stonehaven, the Secondary Department, Laurencekirk, and the Secondary Department, Banchory. The remaining portion of the money is to be spent in small scholarships to enable pupils to attend some approved central school.

XVII.—Institutions for the Education of the Blind and the Deaf and Dumb.

In very satisfactory condition.

The introduction of drill has improved the physique of the pupils attending both of these institutions, and the instruction given in hand-and-eye work, music, &c., has quickened the faculties of the inmates and reacted most favourably on the ordinary branches of study. This is most satisfactory. The managers of the Deaf and Dumb Institution are building a gymnasium for the use of the scholars, and are making several other important improvements.

XVIII.—Miscellaneous.

Savings banks, libraries, museums.

School savings banks, libraries, and museums are fairly represented in the north.

Mr. Macleod sends me a valuable disquisition on the cultivation of the memory, for which I regret I have no room. He insists on the importance of the intelligent training of the faculty. He also dilates on the correct appreciation of the meaning of the unit as a necessary feature in teaching vulgar fractions.

Technical education.

Mr. Robertson refers to technical education in Ross and Inverness.

Health lectures.

Mr. Calder draws attention to the importance of a proper system of ventilation, and refers to workshops and health lectures. Mr. Munro urges the importance of intelligent explanation of the reading lesson. This is, no doubt, desirable, but intelligence can be trained and tested in any subject or lesson whatever, and I fear also that the *pabulum* supplied in well-thumbed reading books has already been exhausted, if it ever was there.

I have placed at the end Mr. Welsh's notes on the schools inspected by him in Mr. Robertson's district, as it seems convenient to have his interesting report to Mr. Robertson almost in its entirety, rather than to break it up among the other contributions, and this all the more because the island portion of the district is under Mr. Robertson's special charge as Acting Chief Inspector. Mr. Welsh's notes.

I may add that the selections from the reports of Her Majesty's Inspectors have been arranged in the order in which the subjects are treated in my report. I have again the pleasure of expressing my grateful acknowledgment of the able and hearty assistance that has been invariably rendered me by my colleagues.

I have the honour to be, &c.

T. A. Stewart.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

I.—School Supply.

Mr. Macleod :—

"The chief fault in accommodation, and it is a serious one, is the smallness of many of the class-rooms. Considerable additions have this year been made to Anderson's Free School, Elgin. The extension of this school will afford school space for relieving the pressure being felt in the West End School, and to a less extent in the girls' school. Class-rooms too small.

"The schools at Ullapool and Achiltibuie, in the parish of Lochbroom, have also been enlarged; and I expect to find that before my next visit an addition will be made to the school at Achtercairn, in the parish of Gairloch."

Mr. Andrew :—

"In Banffshire a new schoolroom has been erected at Linhead under the Alvah Board. The old premises had ceased to provide sufficient accommodation for the attendance, and were altogether below the level of modern requirements. The large addition made to Buckie Public School is now occupied, and a new infant room has been added to Portknockie Public School. The Keith School Board have improved their Glen Public School by the erection of a class-room. In Orkney new schools to take the place of old and dilapidated buildings have been erected, and are now occupied at Stenness and Rendall.

"A defect of construction common to nearly all the schools erected in Orkney after the passing of the Education Act, by which the main room has been made too large and the class-room too small, is to be remedied during the coming summer in the case of the West Public School of Holm, and the Birsay Public School of the Harray and Birsay Board. Trained mistresses are now in a large proportion of the Orkney schools taking the place of pupil-teachers, and a readjustment of the internal space is thus rendered essential, as without it the benefits which ought to accrue from the employment of a trained teacher are in great measure lost. Class-rooms too small.

"The school in the island of North Pharay, which has hitherto been carried on under Article 19 D. (*a*) as a side school affiliated to the North Public School, Eday, has now been put in charge of a provisionally certificated mistress, and placed on the regular grant earning list.

"The South Ronaldshay Board, on the other hand, have in the case of Swona Public School had to revert to the provisions of Article 19 D. (*a*), owing to their inability, after repeated efforts, to get any qualified teacher to accept of the appointment. To anyone acquainted with the locality this will Difficulty of getting trained teachers.

not seem wonderful, but it has to be noted that in the case of islands much more accessible than Swona the Orkney boards are experiencing steadily growing difficulty in securing the services of suitable masters and mistresses for their schools."

Mr. Calder :—

"The steadily increasing number of children in attendance at school has necessitated the extension of school accommodation in various parts of the district. In three pressing cases temporary accommodation for 300 to 400 children has been sanctioned on condition that the erection of suitable permanent buildings will be started without delay.

"The Dundee School Board has added 270 places by the enlargement of two schools, and is at present proceeding with enlargements to its Rosebank, Wallacetown, and Mitchell Street Schools and the erection of new schools in Hawkhill and Tay Street, which, when completed a few months hence, will provide fully 3,000 school places. Contracts have also been entered into for the addition of a wing with 230 or more places to Liff Road Public School. Some extensions have also been made, and others are projected, in connexion with the denominational schools in Dundee. Thus the St. Andrew's Roman Catholic Girls' School has been enlarged to the extent of 160 places by the purchase of the discontinued Longwynd School buildings, and some temporary accommodation has been added to the Lochee Roman Catholic Schools. Further, a site has been obtained on which it is proposed to erect new buildings for the Lochee Episcopal School, and there is need for the permanent enlargement of the Roman Catholic school there.

"In Broughty Ferry 80 places have been added to the Western Public School, and 60 to the Grove Academy by transforming the art room into an ordinary class-room and providing for art teaching in another part of the building.

"At Carnoustie a large addition is being made to the school, and overcrowding has meanwhile been avoided by the temporary use of the old Free Church school.

"A class-room has been added to the school at Barry, and plans for a handsome new school at Mains have been approved, and its erection will shortly be commenced.

"Thus, although only some 630 permanent places have been added to the accommodation during the past twelve months, next year promises to be one of exceptional activity, and should see the completion of new school buildings or extensions with room for about 4,000 scholars."

Mr. Robertson :—

"The Inverness Burgh School Board are slowly progressing with their large extension of the High School, and some re-arrangement of classes concurrently with a delimitation of attendance districts has been resolved upon as necessary to meet the growing pressure on the accommodation in sections of the Merkinch and Central Public Schools. The Highland Orphanage has submitted plans for the erection of a school within the grounds of the institution. But the most outstanding fact connected with school supply of the burgh of Inverness is the early discontinuance of the well-known Raining's School. For many years this school has very efficiently contributed to the education primary and secondary, and especially the latter, of a large area in this district. By formal resolution of the proprietors, the Trust for Education in the Highlands and Islands, the school is to be closed next November and the staff dispersed. The buildings and appurtenances hardly square with modern requirements, but the transitional state of matters has justified the fullest exercise of that discretionary clemency the Department allows to its officials in reporting on the nature and extent of the accommodation and furnishing in such special cases. The (Inverness) Landward School Board have just completed a new school, Leachkin Public School, and further afield the erection of several new schools falls to be noted. Two small public schools have been built in the parish of Lochs, Lewis. These little schools, staffed under Article 60, will take the place of private schools conducted hitherto by the Free Church Ladies' Association, and there is reason to believe

Raining's School to be discontinued.

that the change will be beneficial. A new public school at Carnan, in South Uist, will be inspected in the coming year for the first time, and the Glengarry School Board have reinstated on the inspection list the Just-Laggan School, for several years off the list owing to the emigration of the resident families. The steady expansion of the population in Lewis is an embarrassing element in school board management there. Enlargement of school premises and re-allotment of internal space in order to divide equitably the work of the school under the present regulations of the Code are imperatively needed, and in some cases are already being effected."

Expansion of population in Lewis.

Mr. Lobban :—

"In Thurso a large new building has replaced the old and rather unsuitable buildings in Rose Street and Castle Street. The premises of the Wick Pulteneytown Academy have been greatly enlarged. Extensive additions are also being made in the case of the Dingwall Academy. One or two new schools are likely to be added to my list by another year."

II.—School Attendance.

Mr. Macleod :—

"It is impossible for me to state what was the condition of attendance throughout my district during the past year as I have been laid aside from work through illness for two months, and these the months in which the inspection of schools that are mostly large become due. For the complete quarters for which I have statistics in Moray and Nairn there is little change as compared with those of the previous year in either numbers present at inspection or in average attendance. The slight difference that exists is in the way of increase. The quarter that includes the schools on the western seaboard of Ross-shire shows a decrease both in numbers present and in average attendance.

"In this connexion I trust I may be allowed to express my gratitude for the generous treatment I received from their Lordships during my illness. My attention had to be given to nothing official that was avoidable, and when I became convalescent the work had been so arranged that I was not burdened with arrears.

"When personal attendance was indispensable, Dr. Stewart, Her Majesty's Chief Inspector of the Division, came from Aberdeen, where the claims of his own district upon his time are pressing, and discharged those duties for me with a cheerfulness that augmented the obligations under which I was placed by their performance."

Mr. Muir :—

"I wish to speak with the utmost caution, but it seems to me that though the almost entire remission of fees may have increased the number of scholars on the books, it has not conduced very much to the promotion of regularity of attendance. It is pleasant no doubt to a teacher to see his school well filled, but surely it is better to have 80 in pretty regular attendance than to have 100 on the books with a large proportion coming and going as they list. The ratio of the average attendance to the number nominally on the roll is a function of several variables of which the most determining are, firstly, the ability and the tact of the teacher, and, secondly, the conduct of the school board.

Regularity of attendance not improved.

"The School Board of Dunrossness tries—very successfully on the whole—to keep up such regularity of attendance as it is reasonable to expect. Some other boards make a very fair attempt, but I am sorry to be obliged to say that with some the object seems to be to give themselves and their worthy neighbours as little trouble as possible, and to barely escape condemnation from the Department.

Attempt to barely escape condemnation.

Mr. Andrew :—

"The compulsory clauses continue, as hitherto, to be worked with vigour in the districts lying along the seaboard of Banffshire. Cullen during the past year, shows very marked improvement, and Ruthven has always done exceptionally well in this respect.

Numbers increasing in infant departments.

"The effect of relief from payment of fees in greatly increasing the number of infants in the schools in towns and fishing villages is still apparent. I do not, however, think that there has been any corresponding increase in the number of pupils in the higher standards. The early age, indeed, at which the children leave school is the most disappointing feature of our whole system of elementary education, and I am firmly of opinion that it can only be remedied by making the 6th and not the 5th the standard for exemption.

Standard VI. should be the standard for exemption.

"It is quite a common thing for pupils to pass the 5th Standard at 11, and this done their school life comes to an end. In the case of fisher children it simply means that they leave school to run about wild for a year or two, and rapidly forget the little modicum of learning which ability to pass the 5th Standard implies, and all the costly machinery of schools and teachers, so far as they are concerned, goes to waste.

Orkney. Attendance wonderfully satisfactory.

"In Orkney, taking account of the difficulties of weather, and in some districts the rough moorlands to be traversed, I am of opinion that the state of the attendance is wonderfully satisfactory. The operation of the special grants under article 19 A (1) has been decidedly beneficial. The boards have become quite alive to the pecuniary benefits which result from regularity of attendance, and are exercising their powers vigorously. In the area under Kirkwall Burgh and St. Ola Board the attendance of the children is looked after with a thoroughness which leaves nothing to be desired. The Stromness Board and the Board of South Ronaldshay and Burray during the past year have also shown most commendable zeal."

Kirkwall.

Mr. Calder :—

"The increased number of children in attendance at school is largely due to the earlier age at which the infants are first enrolled, and only to a very limited extent to the older pupils being kept a year or two longer at school. In the large town and village schools children are now generally sent to school shortly after completing the fourth year of their age, whereas some six or seven years ago very few were in attendance who were under six years of age. This has resulted in a decided gain to education where properly organised and equipped infant schools, or departments, have been formed to receive and train these youngsters; and I am glad to say that very great progress has of late years been made by many school boards in this respect.

Improvement in arrangements for the teaching of infants.

"Few schools of any size, either in town or country, are now without their special teacher or teachers for the infants, or it may be the infant and 1st Standard pupils; and the more varied exercises and lessons which this arrangement renders possible has made the beginning of school life a much more pleasurable and attractive affair than it used to be. This in fact is the great secret of the continued inpouring of these very young children to the schools.

"A pianoforte, with plenty of pictures and means of kindergarten instruction and physical drill, should be provided in every such department; and, in this district at all events, there are now very few without them.

"Free education has helped in the country part of the district to increase the number of pupils in the 6th and ex-6th Standards, but not to anything like the extent that is desirable or expedient as a matter of public policy.

Dundee. Too early withdrawal of pupils.

"In Dundee the 5th Standard is no sooner passed than the great bulk of the pupils (except in a very few of the schools) are withdrawn and set to work; or, in the case of many of the girls, kept at home; and the evanescent nature of their slender attainments at that age is only too apparent in the case of those who, a few years after, find their way into the evening schools with but a modicum of the acquirements they had when they ceased their day-school attendance.

Standard VI. should be the standard for exemption.

"A great educational advance would be made were the passing of the 6th Standard required for a full time labour certificate or exemption from school attendance, and this raising of the standard is now made more feasible by the

earlier age at which the child usually begins his schooling, and, consequently, in due course reaches these upper standards. In view also of the Secondary Education Minute of 1st May 1893, laying down the passing of the 6th Standard as the line where secondary education might reasonably be expected to begin, it would be a great convenience were the 6th fixed as the standard for the individual examination of all children in elementary State-aided schools.

"In the city of Dundee so many of those who are persistently absent from school are found to be beyond the control of their parents that the school board is seriously contemplating the establishment of a truant school for their special benefit under the Day Industrial Schools (Scotland) Act, 1893." A truant school proposed.

Mr. Robertson :—

"Managers, I am glad to say, continue to appreciate the punitive and deterrent effect of their statutory powers in the enforcement of attendance, though the prevalence of epidemic sickness in several parts of the district has interfered much with the exercise of these powers during the past year. The exceptional grant on average attendance under the Code to the 'Highland counties' acts as a strong inducement to steady compulsion on the part of the school boards, and the very detailed and formal information the Department exacts before paying the special grants supplies a reliable means of criticising a board's action throughout the year, and of duly appraising the effect of any special local difficulties, permanent or occasional, that are alleged to affect regularity of attendance. The Highland Minute a benefit.

"The disastrous influence of epidemic sickness and the *sequelæ* thereof have of course to be chronicled yearly. Of late the Department's attention had to be called to the very marked variety in the reasons for, and the duration of, medical closure in certain school districts. In an inspection district like this, where the efficiency of rural sanitary arrangements is so irregular, and the style of domestic life and surroundings differs so much, very great discretion must be left to the local medical officer or public authority as to the date and duration of closure. But in view of the serious educational loss, if not of the pecuniary disadvantage, to a district by a protracted closure of a school, it seems to me that medical practice in the matter might, in certain parts of this district, be revised with, to say the least, no demonstrable danger to the community, and with little substantial interruption to the school system. Recently isolation of infected houses or areas, in other words, merely a *partial* blocking of attendance, has been most successfully tried in some crofting districts. It is difficult to see how long prolonged total closure of a school can be justified as a reasonable preventive measure when only one section of the school district shows signs of infectious illness, when managers are willing to give all assistance in the thorough disinfection of the school premises, and when public meetings of adults from all parts of the district are allowed to go on without let or hindrance. I am of opinion that the medical side of this question merits full investigation, and I think I could get medical support for the adequacy of the following conclusions, so far at least as rural schools are concerned :—that the closure of a school at the beginning of an epidemic scare is often, owing to the intermingling of the children of a township or district at play, the means of a rapid and probably avoidable spread of infection, and that in cases of a mild outbreak of one of the ordinary infantile infectious illnesses, the shutting of the school neither stays the spread nor abates the severity of the infection. Epidemics. Closure of schools. Isolation. Closure may spread the infection.

"Last year I spoke of the agitation for improved access to schools in certain Hebridean school districts. To make a long story short, it may be stated that large subventions have been granted by the Scottish Office to various district committees for the construction or repair of footpaths or rough roads leading to public schools. Personal observation enables me to testify that the money has been in the main very honestly devoted to the intended purpose, and that the beneficial effects actual and prospective on the school attendance, and indeed on the health of the juvenile population, cannot be gainsaid. The needs of certain localities have unfortunately been greater than their share of the grant can meet. This explains the revival or persistence of appeals for further aid." Roads to schools. Satisfactory results.

Mr. Lobban :—

Highland grant.

"Most boards are now keenly alive to the necessity of looking after the attendance, and in only a few cases have the special Highland grants been refused. In this respect marked improvement has been made within recent years. In Caithness the employment of children as herds is a serious hindrance

Herding.

to regularity of attendance. Many of the children, as soon as they have passed the 3rd Standard, apply for leave of absence for the herding season. They leave school in April or May, and do not return till December or January, many of them failing to make 150 attendances in the course of the year. Some boards impose stringent conditions as to the date of return and the subsequent regularity of attendance, and decline to renew the sanction if these conditions are not complied with. But the practice is not by any means universal, and even if it were it would be but a very partial or inadequate

Boards rather indulgent.

remedy. Boards are, I fear, rather indulgent in the matter, and in the interests of the children themselves it seems desirable that the age and standard of exemption should be raised.

"Another point deserving of attention is the fact that children often leave school before completing their 14th year or passing the compulsory standard. They simply stay away from school trusting that the board will not interfere with them as they are so near the legal age. The effect of this is to shorten their school life, sometimes by nearly a year. I have paid particular attention to cases of this sort during the past year, and I find that they are somewhat numerous."

III.—Standard Subjects.

Mr. Macleod :—

Reading.

"Reading is fairly satisfactory throughout, being generally correct and fluent, and when distinct, which is more frequently the case than not, I regard it as having attained all the excellence which it is wise to insist upon. The other possible quality of expression requires much care and judgment on the part of the teacher. To avoid declamation and yet to put that amount of feeling into the utterance that carries the listener on with pleasure with the reader is a task difficult to attain.

Composition.

"In a large number of schools the composition of pupils in 5th and 6th is not marred by glaring faults of grammar, and spelling as a rule is correct. I do not see much evidence that a previous suggestion of mine to bring the pupils outside with a view to instruct them first in the systematic observation of objects, and subsequently in the order of describing them, has been acted upon.

Arithmetic.

"Fingering in the lower standards I now rarely see, and as a rule pupils in the 1st and 2nd add up with commendable readiness and accuracy. I regret however, to find that very few schools possess, what in former reports I urged

Apparatus deficient.

as most beneficial, specimens of our various measures and weights. Every school should possess a foot-rule, a yard, a pint, a quart and gallon measure, and a pound to represent the unit of mass. Besides making the subject itself more interesting, the measures would be instructive by giving the scholars proper conceptions of the magnitudes of which they are measures."

Mr. Muir :—

Reading.

"In reading I would like too see more progress. In the lower standards it is often exquisite, but shamefacedness, or, what not, often prevents such good results in the higher. Only the other day in a school which deserves praise

Too loud.

too, I had to check—not very effectually—a tendency to yell on the part of the scholars. Had the unfortunate Inspector been seated on the roof of some adjacent buildings their efforts would have been praiseworthy. Yelling, of course, is better than muttering, but a medium has to be sought.

Writing.

"Writing is too laboured. I have not seen much of the elegant Civil Service style of handwriting which has delighted my colleagues, and which delights me, too, when at an odd time I come across it."

Mr. Andrew :—

"Under the more elastic conditions of the present Code there is, I venture to think, a steady, if slow, growth of more intelligent and natural methods of teaching. Individual examination had its strong as well as its weak features, and by teachers who know and love their work excellent results are produced under any system. Still, in the case of the average teacher it must, I think, be conceded that the former Code, with its minute probing and prying into the acquirements of every child in a school, tended often to foster somewhat narrow views of the aims and object of school work. The result is still not unfrequently apparent in an inability in the case of teachers to avail themselves of the ample freedom which the present Code allows. I very frequently find sections of a standard kept back owing to their inability to step out in line with the rest of the class, but it is seldom I find any corresponding advance of the brighter pupils. I readily allow that the number of children in any school who are capable of overtaking the work of two standards in a year is very small indeed, and even where the feat is accomplished it is seldom attended with any real benefit to the pupil's after intellectual progress. While, however, that is so, there can be no doubt that in every standard of average size there will always be found a contingent of bright and apt pupils able and anxious to go some distance beyond the strict requirements. Why in a 1st Standard of, say 80, should all the children be kept grinding on at addition and subtraction sums for a whole twelvemonth? Why should the brighter section not go on to multiplication? Why should they all be kept plodding on at the same reading books throughout the year until they come to regard the weary iteration of the lessons, which they all but know by heart, and out of which all the interest and freshness have long vanished, with utter loathing and disgust? Why should they not—the brighter and willing ones—be advanced into a new book? Why should their writing exercise for a whole year consist in a prolonged monotonous copying of passages from their reading book, instead of being varied by occasional practice in dictation? I am quite aware that by many teachers the advancing of the promising pupils, which I am advocating, is practised, but I know too many instances where it is not—where the classification by standards wholly dominates the instruction. Reading continues to improve. Fluent, well-phrased, and intelligent reading from the text-books is now the rule and not the exception. The practice of simultaneous class reading is, especially in the lower standards, largely employed to produce those effects of intonation and emphasis which, when not overdone, it is so pleasant for an examiner to listen to. The method, however pleasing as are its results, is one not altogether without its dangers. Unless used judiciously it may prove a delusion and a snare. The real test after all of the thoroughness with which reading has been taught is the power which the teacher has developed in the pupils of reading at sight printed matter suited in point of difficulty to the stage of advancement which they have reached, and I am inclined to think that, if for reading from the books used by the pupils the test of reading from books brought by the Inspector were substituted, much more matter would soon be gone over, at least in the lower standards, and more real mastery be acquired.

Progress steady, if slow.

Advance of brighter pupils should be more common.

Reading.

The real test.

"What is known as the Civil Service style of handwriting is rapidly taking the place of the old round school hand. I think it is a change in every way to be approved of. The teachers say that it can be taught with greater readiness and ease than the old style, and it results in the case of the older pupils in ability to write with greater ease and speed.

Writing.

"This subject varies considerably in different schools. The home environment of children has, doubtless, considerable influence upon the readiness with which they can be taught to express themselves in correctly constructed sentences; but it is often wonderful to see what good work can be produced in this branch out of most unpromising material by skilled teaching. The subject should not, as is generally the case, be postponed until the 5th Standard is reached. Oral practice in the formation of sentences should be given from the earliest stages, and in the 4th an attempt at composition, however

Composition.

Should be taught earlier.

crude the outcome, would be a welcome variety to the weary grind at dictation. In the matter of subject, also, a little more resource might sometimes be shown. In lieu of the monotonous round of stories, the description of some object or scene with which the pupils are familiar might be given. The rendering of a little narrative poem into prose also forms a good exercise. Attempts at description should especially be encouraged, as helping to draw out and develop any originality there may be in a class.

Arithmetic.

"I find that the tests set in this branch are, in general, reasonably well done. I cannot, however, help thinking that the method of examining the arithmetic of all the higher standards by means of uniform test cards has been carried somewhat far, and that its effect upon the teaching of the subject is not altogether favourable. The dictation of a sum to be done by the pupils upon their slates right off, followed up by oral questions over the class upon the rationale of the rule, might in the case of one or other of the standards be, from time to time, advantageously substituted for the present mode, and would, without entailing any falling off in mere mechanical accuracy, result in more attention being given to the principles upon which the different rules are based.

Objects to cards.

Mental arithmetic.

"During the past year a great advance has been made in mental arithmetic. The teachers find that it reacts most favourably upon slate work, and it is an exercise in which the children take great delight."

Mr. Calder :—

Reading. Improvement.

"There has been a decided improvement in the style of reading during the past few years in the great majority of the schools. It is most pronounced in those schools that have had well-taught infant departments attached to them for some years, and as yet it is more noticeable in the three lower than in the three upper standards. The abolition of the pass mark for individual reading in the lower standards has greatly helped the movement by removing all cause for that feeling of dread which many estimable teachers had of seeing a number of failures entered on their examination schedules. As a consequence the tedious mechanical grinding and drilling of the scholars in repeating the pronunciation of words has yielded to a broader and more intelligent dealing with the subject, in which the proper grouping of the words and the modulation of the voice get increased attention, with results that are certainly more pleasing to the listener, and, I would think, very much more interesting to the pupils themselves. The double set of reading books and the requirements as to intelligence have also had some share in this advance by providing a greater variety of reading lessons, and bringing, it may be, more of freshness and interest into this part of the scholar's work.

"In a good many of the schools a more or less successful effort is also made to secure thoughtful, intelligent, and expressive reading in the upper standards; and, where the teacher is at the pains to furnish a good model and give the pupils sufficient individual practice, creditable results are generally attained, and the pupils show by their grouping of the words, their fluency and ease in reading them, their modulation of voice and the emphasis brought into play, that they have an intelligent appreciation of the thought and spirit of the author.

"But in not a few cases the possibilities in this direction are not fully realised, and too many teachers seem to be content if their pupils are able to pronounce the words with a fair degree of accuracy and fluency. These overlook the fact that the style of reading is one of the important factors to be taken into account in valuing the results with a view to fixing the rate of grant.

Writing.

"Since class examinations were substituted for individual, and more value attached to the penmanship and general neatness of the written exercises, much greater care has been taken with this subject and better results are certainly produced.

Civil Service style.

"The Civil Service upright style has been introduced with satisfactory results into some schools on account of the greater rapidity with which it can be taught and written; but I have had several instances of late where it seemed to be thought that this new style might be acquired without much

trouble or care, and the result has been to render the writing indistinct and as difficult to read as any illegible and badly-formed writing in the old style could well be, by the carelessness with which the turns and joinings were formed and the writing sometimes sloped to the left instead of being upright or slightly to the right. Beauty and legibility were non-existent in it, and the very doubtful gain of some acceleration in speed could not compensate for their loss. A risk to be avoided.

"The creditable appearance made by some schools in the composition exercises indicates a careful and systematic teaching of the subject not only in the two upper standards but in the lower as well. Were it universally recognised that the composition should not receive consideration for the first time when the work of the 5th Standard is entered on, but that from the very lowest classes, the scholars should be trained to give expression to their thoughts, and put all their answers in the form of full sentences, there would be less difficulty experienced in getting them to reproduce a story in the 5th or to write down their thoughts on some simple subject in the 6th. Composition. Should be begun earlier.

"This subject is now taught in a much more intelligent manner than it used to be when individual passes had to be recorded, and when all sorts of mechanical expedients were resorted to in order to bring up the doubtful ones to the minimum required for a pass. The pupils seem to have a clearer comprehension of what they are about, and their exercises show a larger proportion of correct answers than formerly. There is usually, in fact, a somewhat higher mark gained in this subject than in writing and composition. Arithmetic. Progress.

"Occasionally a class is found under a teacher who still relies on mechanical aids in the earlier stages of the subject; but the poor show made by such a class in the mental tests speedily discloses the low level of attainment that it has reached. Mental tests effective.

"In valuing the written exercises, I always give a mark for neatness of sum-setting, and, as a rule, much more attention is now paid to this. Slovenly and carelessly written papers are generally found to be more inaccurate than those which are neatly written, and pupils who have been allowed to acquire a careless habit of this sort are always placed at a great disadvantage in seeking for appointments in business offices or in the Civil Service and other competitions that may determine their future position in life."

Mr. Robertson:—

"Encouraging progress and occasional signs of distinct improvement can be reported in the sphere of the elementary teaching. Handwriting and composition appear to have excelled any former record, and in the case of the former the introduction of drawing into the school curriculum has been observed to have a very favourable reflex influence. A reduction—often recommended in the reports on weakly-staffed schools—of the number of class subjects from three to two has been justified by results in most cases." Writing and composition. Improvement.

Mr. Lobban:—

"There can be no doubt that steady progress is being made from year to year. It is comparatively rare to find a school which does not at least aim at something like intelligent and expressive reading. Reading.

"Composition is a subject that tends to improve. The older scholars now receive regular instruction in this branch, and in some of the larger schools many excellent essays are written in the course of the inspection. The best results are naturally obtained where a systematic training is given from the earliest stages. Writing and composition.

"I am not at all sure that arithmetic has improved in the 6th Standard since the abolition of the individual pass. I am inclined to think there is a falling off as regards both accuracy of working and knowledge of principles. The merit certificate will no doubt tend to counteract this tendency, but as yet comparatively few schools have presented candidates for it." Arithmetic. A falling off in Standard VI.

Mr. Whyte :—

Reading.

"Reading is distinctly satisfactory. To read with ease, fluency, and fairly intelligent expression, is common all over the county, though no doubt there are sufficient exceptions to prove the rule. If I have any criticism to offer it is that, in straining after excellence, mouthing is not infrequently made to take the place of natural modulation. It should be remembered that while *accent*, *tone*, and *pronunciation* may be improved by good example, expression is the outcome of an intelligent grip of the sentence as a whole and the due correlation of its various clauses, and should be identical with what the pupil would give in the playground in speaking to a companion if the thought and words were his own. Attention to this point would remove mechanical phrasing and modulation, and would produce that aptness of expression which really constitutes the chief element in *good* reading. Constant watchfulness on the part of the teacher and careful imitation on the part of the scholar in regard to the other points noted above will give that finish which marks *excellence*.

Mouthing.

Writing.

"Penmanship is also satisfactory, good writing being far more general than it has ever been before in my recollection. The Civil Service style or modifications of it are steadily supplanting the old time-honoured round hand, and to this fact is due the almost phenomenal improvement that has been effected during the last two or three years. It is not without a pang of regret that I have seen the old favourite, which was so graceful in outline, pushed to the wall by its successful rival, but the latter is so easily acquired and lends itself so readily to the formation of a good current hand that there can be no doubt as to its practical superiority for every day wants. Like everything else it can be overdone, and in some schools what one may call its mannerisms are much too pronounced.

Great progress.

The Civil Service style.

Composition at a low level.

"Composition keeps at a low level. This subject varies more constantly than any other with the class of school. Where the children are drawn from intelligent homes in which there is a constant interchange of thoughts and ideas, the fact is reflected in their composition; and where they come from sordid surroundings, or from homes where there is no great range of mental vision, and where reading is unknown, their power of expression is of the most limited description. Broadly stated this holds good, but the exceptions on both sides are numerous enough to show how much can be effected in the face of all difficulties where the teaching is good, and how easily the lack of efficient teaching can neutralise all advantages. The facts as here stated point to the remedy. From the earliest stages of school life the intelligence should be diligently cultivated and the imagination stimulated. Monosyllabic replies should be discouraged, and the children should be trained to give their answers in sentences. Even as low as the 1st Standard exercises in composition could be given. Nothing gives young children greater delight than to write on a slate any simple fact that they know, and a word or look of encouragement works wonders. The very absence of self-consciousness gives greater freedom of expression. A start made here and followed up in the succeeding classes more as an amusement than as a task would result in much better composition than when the introduction of the subject is delayed till the senior standards are reached.

Should be taught earlier.

Arithmetic.

"The higher qualities in reading are not absolutely necessary, and good penmanship, though desirable, is not a *sine quâ non* of success in life, but the boy who cannot do his sums is hopelessly left behind in the race. It is therefore all important that arithmetic should be well taught, and yet I cannot say that it is. In the junior stages, where the mere mechanical manipulation of figures is all that is required, there is no room for complaint. Accuracy and speed are both general, and fingering has all but disappeared. If a child is told to add, subtract, multiply, or divide, the correct answer is assured; but in the simplest problems where the application of these fundamental rules is called for, the result is not always so gratifying. Where problems are worked at all—and they are certainly more frequently attacked and correctly solved than formerly—they are worked not from first principles but are after some pattern which has been diligently drilled into the pupil's mind. If the problem should be outside the common varieties, even though in itself very simple, the child is helpless. What is the cause of this?

Problems more frequently attempted than formerly.

Well, I think inspection is partly to blame. The teaching is to a considerable extent dominated by the method of examination, and examination by cards has resulted in teaching by cards. Instead of the principles of arithmetic being fully explained cards are handed out, all the more common types of sums are noted, and a rule-of-thumb given for their solution. Plenty of exercise of this kind enables a child to make a very fair show in an examination paper where accuracy of result is supposed to be the only criterion of excellence. This is a delusion, but it is a widespread one, and the race for per-centages has not yet ceased. In several large town schools I gave out test cards where it was asked to bring a certain number of half-crowns to pounds, and in all of them the result was arrived at by reducing first to pence and then dividing by 12 and 20. Every pupil who got the sum worked it in exactly the same way, making it clear that the result was arrived at by a pre-arranged formula. The direct method had been evidently tabooed by all the teachers lest the child should come to grief with the 'remainder.' The figures were put into this mill-like formula, the crank was turned, and out came the answer without the child being called upon to think. And yet it is just this thinking 'banned and barred, forbidden fare,' which is the most nutritious element in the mental pabulum supplied by arithmetic." Objection to cards.

Mr. Welsh:—

"Reading from the class-book point of view is satisfactory, in very many instances eminently so, and recitation also. The dread of the dictation exercise has, however, evidently tended to render many books in use of comparatively little real educational value, as difficulties in spelling have been smoothed away by the substitution of easy vocables. Reading.

"The results of the various written tests must in the main be held as eminently satisfactory. The style of writing in the district lends itself to uniformity and neatness, and the principles seem easily grasped." Writing.

Mr. Munro:—

"Composition is usually much better in the 5th Standard class than in the 6th. On the whole, so far as matters of form are concerned, this exercise is well done; but the want of vocabulary and of clear cut phrases, due to want of practice in speech, is a prominent characteristic. The 'letters' of the 6th Standard class are usually pitiful for their barrenness. I am often at a loss to know what subjects to set—after so many poor results from what seemed to be *beau-ideal* subjects. It seems often that there is no longer anything in heaven or earth that boys take any interest in, or form any ideas about, except the rote matter of their school books. Composition.

"Arithmetic is the weakest of the school subjects. It is the only one that is not better but worse taught than in the old days before the Code. It would be easy to prove this, but not so easy to account for it. One reason undoubtedly is the extreme degree to which the formal examination and its stereotyped requirements have moulded the teaching. In many schools there is no revisal of work. When a class passes from Standard IV. to Standard V. it is done with the work of Standard IV. So it is with all the classes. I have sometimes, when I had a little time, tested the senior pupils in a school with the work I had just given to the 4th Standard. The results were invariably lamentable. Arithmetic worse than before.

"There is also too much examination by the teacher and too little blackboard demonstration. Cards as like 'Inspector's Test Cards' as possible are bought in profusion and the children work through these."

IV.—Classification.

Mr. Whyte:—

"Classification has still to be spoken of favourably, but in connexion with it I have observed the beginnings of a wholly unexpected evil. There was a dread expressed in some quarters that advantage would be taken of freedom of classification to detain pupils unduly in standards lower than their attainments warranted. I have seen no symptom of this. The evil I allude to is

Undue promotion.

quite the opposite. There is no undue detention, but there is in some schools *undue promotion*. Teachers have been so long accustomed to have the child's position fixed by the annual examination that now, when the individual test no longer exists, it seems as if the faculty of classification had been atrophied by disuse. The pressure of the parents is too strong for some teachers, and children are pushed on regularly year by year from one standard to another quite irrespective of their ability or attainments. Children are found in classes for which they are altogether unfit. This is both a hindrance to the smarter pupils and a positive injury to the weaklings, who, being hurried on at what, for them, is a break-neck pace, are really having their education completely spoiled. Even in some schools of good standing this evil has reached such a height that it has had to be sharply dealt with. 'Festina lente' is a good educational maxim for all, but it is trebly valuable in the case of 'such as are of weaker capacity.' No child should be placed in a class in which he is not easily able to keep abreast of his fellows."

V.—Class Subjects.

Mr. Macleod:—

English.

"I wonder that teachers do not select passages of some difficulty for recitation, from the mere interest of teaching them; because it can scarcely be any other than a dull monotonous exercise to listen to the repetition of a few poetic lines daily with the marginal meanings of the text book superadded.

Geography.

"The outlines, the great physical features, the more important towns, and the chief products of the countries prescribed in the Code are fairly well prepared in all schools that would otherwise be classed as good. I am sometimes disappointed that more of physical geography is not taught on account of its utility whether it be nominated in the bond or not."

Mr. Muir:—

Grammar.

"In grammar I can hardly note any improvement. Two years ago I remarked on the frequent ignorance of the simple accidence of the verb in Standard IV. Not long ago, when examining Standard V., a class of nearly 100, after much coaxing and hinting, I found only one or two who could go through the present indicative of some such verb as, I come, thou comest, &c. Nor is this to be regarded as the defect of some exceptionally backward class. The arithmetical pass in the same class was 92 out of 98; 42 out of 50 passed in composition, and 45 out of 48 in dictation. The tendency to parse any and every verb as third person singular, present indicative, has been checked, I fancy. There is a tendency to call all the adjuncts 'extension'—vaguely—without saying whether they belong to the subject, the predicate, or the object. Pathetic is the eagerness with which 'the' is seized on as an 'enlargement' of the subject. In Standard III. answering decidedly in advance of the Code is often given. This helps to secure a higher mark for English by balancing other deficiencies, seeing that intelligence in Standard III. is approaching the vanishing point.

Recitation.

"Listening to recitation may be the most delightful or the most disgusting part of an Inspector's work. It would be marvellous, I am sure, to many strangers to hear the sweet and tasteful recitations that I get, both in junior and senior classes, from children whose external appearance hardly warrants one in judging that they belong to even the lower middle-class—whatever that may mean. It is also marvellous how many teachers seem to be content with a monotonous repetition of the words so long as it is tolerably distinct. Of course, elocutionary skill need not be expected from every elementary teacher any more than musical skill. But any teacher, worthy of his post at all, should be able to teach by precept and example the proper grouping of words and—to some small extent—emphasis and modulation. For the comfort of their own ears it is a wonder that some do not try to make an improvement, even though they were never to see an Inspector and had neither gain nor glory to look for from 'results.' Even where expressive recitation is aimed at, the pieces selected are sometimes needlessly simple. What is written for children need not be childish. Nor is it necessary that all the children in one

Pieces for recitation too simple.

standard should repeat the same piece. To have 80 or 90 children occupied with Mary's lamb or Sweet Daisy Dill for weeks must be wearisome to the teachers. Some teachers again are painfully conscientious in not going beyond the 20, 40, or 60 lines prescribed by the Code. Some of the editors of the easy reading books already referred to co-operate with them in this, by shortening poems to fit the Procrustean bed, in a manner which is pettifogging if not infamous. Even if it is found inadvisable to ask the scholars to learn more than the prescribed number of lines, surely it would be profitable and delightful to them (in the case of Scott) to read the whole canto, or, for that matter, the whole poem. Some teachers do make the children read about and around the passage selected for recitation. The 'Pied Piper of Hamelin' was lately recited not badly by Standard V., but I cannot think it suitable. There is very little in it on which one can examine. This remark, which to students of literature may appear all too pedantic, applies, of course, to sundry masterpieces.

"It might be well if there was some common understanding as to what constitutes a line. Is it—

'On the heights of Killiecrankie,'

or,

'On the heights of Killiecrankie yestermorn our army lay?'

"In its original form in Blackwood's Magazine the 'Burial March of Dundee' was printed in long lines, so far as I remember.

"Perhaps a fair norm for Standards IV.–VI. would be the decasyllabic line. More would be demanded or less would be accepted according to a proportion easily calculated.

"On geography I have little to say this year. As for Standard I. the plan of the school is prescribed, so for Standard II. I would like to see—not prescribed but taken up—the plan of the surrounding country, fields or streets. This might be made interesting and even amusing. A map could be gradually drawn on the blackboard. A child might be asked, after a few landmarks had been fixed, to indicate as well as he could the position of his father's house, to trace the road by which he had come to school, &c. Geography.

"There is great diversity of results here. I cannot agree with those of my colleagues who depreciate its educative value. But, as perhaps my eye is fixed on history-as-it-might-be-taught, there may be no such fundamental difference of opinion between them and me after all. I have no opportunity of comparing it with science, seeing that science is not taught as a class subject in my district. History.

"There are still too many wretched historical compilations which I am seeing swept slowly, too slowly, out of the schools. In Standards I. II. and III. the answering is often very smart. I try to impress on teachers the propriety of dwelling on the pictorial and biographical rather than the political aspects of history. Sometimes, instead of professing a 'period,' they hand me a list of stories, from which I select two or three, that the children may be examined thereon. The period usually professed by Standard IV. (1603–1714) seems to be too difficult for them. It would have more educative value for Standard V. or VI. It is astonishing how many are unable to tell me even in the crudest way what is meant by the word 'Parliament.' The notion that the members of the House of Commons are appointed by the Queen is dying hard."

Mr. Andrew :—

"In most of the larger schools English, geography, and history are professed. In most of the smaller rural schools history has been dropped. In Keith Public School and Fordyce Public School elementary science is taken as a third class subject by the boys, the girls taking needlework. The admirable supply of apparatus with which Keith School is furnished enables the subject to be made a most educative and interesting one. In English there is marked improvement in repetition, and during the past year greater taste has been shown in the selection of passages of poetry for recitation. Grammar continues to be very well taught in V. and VI., but is often somewhat meagre and mechanical in III. and IV. The method of building up sentences, and of making all the grammar lessons, so far as analysis is concerned, bear directly upon composition should receive more attention. In examining upon the Science. English. Better passages selected.

meaning of the reading lesson I sometimes think there is a tendency to give undue attention to individual words and paragraphs to the complete ignoring of the subject of the lesson as a whole.

Geography. "The field prescribed for the different standards is generally well mastered. In the 4th I often find that little attention has been given to Scotland on the plea that it has been gone over in the 3rd. In V. and VI. more use should be

Globes. made of the globe in order to give an intelligent idea of the relative situation of the different continents and oceans, and of the different routes by which important centres may be reached. In the case of the three higher standards I confess that I should like to see a short graded course of physical geography definitely set down as part of the work of each standard. The old specific

Physical geography. subject of physical geography was the means of imparting to the children a considerable range of 'earth knowledge' which helped to rouse their interest and to stimulate their observing faculties, and I think it is to be regretted that it no longer occupies any definite place in the school course.

History. "History, except where the teacher happens to have a special interest in the subject, is simply a getting up of the facts set forth in the dry and meagre outline which generally forms the text-book in this branch. Its educational value as one usually finds it taught is slight enough."

Mr. Calder:—

Science. "In four of the large schools in Dundee science forms one of the class subjects and proves a very effective agent in the education of the pupils. In these schools ample means of illustrating the lessons has been liberally provided, and the pupils in the upper classes visit public works on Saturdays with their teachers to see the actual processes of manufacture, it may be of jute, paper, carpets, iron, gas, &c., which their science lessons have led up to the exhaustive study of.

English. "More care is now being taken to select poetry that is in some way really

Better passages selected. educative and worthy of being committed and studied, although cases are still occasionally met with where the children have been kept for a twelvemonth repeating what is little better than the merest doggerel, which could all have been learned with every meaning that can possibly be got from it in a very few lessons. And yet these teachers are disappointed when they find they have not been awarded the higher grant, overlooking altogether the fact that the modicum of poetry they have been trifling over did not deserve to be seriously studied at all. A general improvement is noticeable in the style and spirit with which the lines are recited, and an increasing number of schools do some good educational work by means of this subject. But the possibilities of it are far from being universally realised, and frequent notice has to be made in school reports of too close an adherence having been given to meanings of the words or phrases printed with the piece and of the broader or finer meaning of passages as a whole having been neglected.

Geography and history. "Geography is much more frequently taken than history. This is accounted for by the more abundant facilities that exist for illustrating the lessons on it by maps, diagrams, pictures, productions, &c., and thus rendering it more vivid and interesting to the pupils. History on the other hand is a heavier subject, and does not lend itself so readily to illustration. There is a disposition in small

Too many class subjects. schools to attempt too many class subjects. Where one teacher has to attend to several classes, two such subjects are quite as much as should be attempted, for two well done are very much better, both educationally and financially, than three done fairly. History, however, need not be altogether neglected in these schools, for by a judicious use of a history reader as the second reading-book required by the Code a sufficient knowledge of it might be communicated to the pupils."

Mr. Lobban:—

Two class subjects enough. "The class subjects taught in the district are English, geography, history, and needlework.

"In the smaller schools it is being found more and more expedient to profess only two of the subjects, and even then a judicious system of grouping the classes has to be resorted to if any real good is to be done."

Mr. Whyte:—

"The rural schools now generally confine themselves to two class subjects, and find these as much as they can successfully overtake. The two usually selected are English and geography. The larger schools usually profess history in addition, but sometimes, though too rarely, the third place is taken by elementary science. The most useful of these is English when it is well taught, and in some aspects that can be said of it very often. There will always be weaker and stronger schools, with corresponding differences in the level of efficiency reached in any subject, and the teaching of English forms no exception in this respect; but, speaking generally, it may be said that the analytic side of grammar is well known. Parsing and analysis are very satisfactory. These cannot be crammed. They cannot be well done without clear logical thinking, and whatever produces that is an instrument whose educational value is not to be questioned. I fear, however, that the analytic side is developed at the expense of the synthetic. The part that the latter should play in composition is too often overlooked, the rules of syntax are not always at the finger tips, and even where they may be correctly repeated they are not always understood or correctly applied. Another weakness in the teaching of English lies in the nature of the passages committed to memory. They are chiefly drawn from the text-books in use, so that when they are not absolutely inane, as they often are, they are hackneyed and threadbare by constant repetition. With the whole field of English poetry lying invitingly open, it is difficult to understand why this complaint should require to be made year after year.

English.

Passages selected often "inane."

"In the teaching of geography I find in some schools a tendency to run too much into minutiæ, and to neglect the weightier matters of the law. It is of no use to burden the memory with lists of unimportant capes, creeks, bays, rivulets, &c., whose very names have no discernible echo beyond their own immediate neighbourhood. These are matters to be kept in a gazetteer, which may be referred to if occasion should ever require, and in that case the gazetteer will seldom be opened in a lifetime. The arrangement of the great masses of land, their prominent features, their slope and general character, their climate, productions, and industries, and the facilities they afford for internal communication or commercial intercourse with other parts of the world should receive more attention than they usually do.

Geography.

"When the splendid training science gives to brain and eye is considered, it is a matter of great regret that science should be crowded out by less educative subjects. There is this, however, to be said for it, that though the teaching of it is not widespread, where it is taught it is in thoroughly competent hands. The teachers who have introduced it have a genuine knowledge of some branch or other of it which they specially favour, and their enthusiasm communicates itself to their pupils. Among the few rural schools in which science finds a place that of Cruden Hatton deserves to be particularised. Animal life was the branch studied there for the past year, and the eagerness with which the master's lead was responded to by the pupils was no doubt in great measure due to the capital cabinet of typical specimens collected from the fauna of the immediate neighbourhood of the school."

Science.

Well taught.

Mr. Munro:—

"Much of the poetry chosen for study is utterly unworthy. Even in the youngest classes doggerel is intolerable. 'Two little kittens one stormy night,' &c., is only a degree worse than 'Mary had a little lamb,' &c. Teachers are sufficiently educated to know rubbish to be rubbish. What can be their reason for subjecting themselves to the daily degradation of hearing such stuff as this? We have a wealth of poetry such as children love. The mistake is too commonly made that a child's poem must be a childish poem, must be about children, and must have no thought higher than clap-trap. No greater mistake can be made. All who know children well know that poetry is like their native air. They listen to it as to their mother tongue, and go out to meet poetic speech and thought with an eagerness that remains in mature years with only a few happy individuals. Nothing but what is beautiful and true should occupy their thoughts, and the trifling and meaning-

English.

Unsuitable extracts.

less should only be the amusement of a passing moment, not the subject of reflection.

Lower grant. "I have frequently recommended the lower award for English, partly because the poetry selected was inferior. There were generally along with this, however, lifeless recitation, mumbled answers, or even occasionally absolute taciturnity, in which latter case the lower grant even was recommended with a grudge, and the discipline grant as well.

"There were several very good examples of the treatment of English, but I cannot say that even the best looked sufficiently under the surface meaning of the poems. To penetrate to the kernel of each turn of the poet's thought, to think the whole over again as he thought it, is the true discipline of poetry: it is the making of your pupil into an artist. But this methodic search for the inwardness of the best poems is not often undertaken. Often even the externals are misunderstood or ignored. Thus a large ex-VI. Standard class had prepared Byron's poem on Greece, but not one understood the references to Thermopylæ and Salamis. The only Greek heroes they could name were 'Bruce' (!) and 'Wallace' (!) and 'Nelson' (!).

Geography very well taught. "Geography is, I think, very well taught indeed. I cannot say I put much value on the work usually professed in the 1st and 2nd Standard classes.

"Map drawing is taught with very various results. In some cases the pupils draw very smartly outlines of countries previously prepared, and produce really very accurate maps. In other cases the outlines produced are unrecognisable.

Science. "I regret very much that neither science nor manual work is taught in the schools I have visited. Our schools are all too bookish, and have been so for centuries. It would be a valuable counterpoise to the bookish bias if science could take the place of history in our larger schools and of English in our

Manual work. smaller. Manual work has also pressing claims and a strong educational foundation to rest them on. Its introduction into country schools would be a very simple matter in the cases of schools taught by an active master, but it might be well to begin with cardboard models, as needing few tools and no special bench."

VI.—Specific Subjects.

Mr. Macleod:—

Navigation. "The favourite subjects in my district are agriculture for boys and domestic economy for girls. Latin, Greek, and mathematics are rarely taught except in the larger schools. The managers of other schools do not supply the staff requisite for carrying on studies preparatory to the learned professions; and I fancy that there is less demand now than formerly for them.

"Navigation is being taught to larger numbers in our coast schools, and although there is still a pretty wide margin left for improvement in the

Development. instruction, the results are encouraging. I find these better at each successive visit, and I expect that ere long the boys taught in our public schools will be able to face the Board of Trade examinations with confidence."

Mr. Muir:—

"These subjects do not loom up largely in my district. In Keptie School (Arbroath), in Brechin High School, in Kirriemuir Public School, and in Anderson's Institute (Lerwick), there are large presentations and very creditable results. The chief subjects are Latin, French, mathematics, and domestic economy. Over the district there is a sprinkling of higher learning, but take away the above-named schools and there would not be much to report on. The presentation in a small country school of half-a-dozen scholars in two or three specific subjects, perhaps at different stages, may seriously increase the time that it is necessary to spend in the school, but the examiner ought not to grudge this if the work is genuine. Such seems on the whole to be now the case—not that every one 'passes.' One has not now shoals of children brought up for examination most of whom had no chance of passing, while many of those who did pass had but been wasting their time.

German and Greek are all but unknown. A very small number professed agriculture.

"Of the extended liberty given by the Code in introducing specific subjects little advantage has been taken. Botany and animal physiology have disappeared from Brechin, where they were once so intelligently taught. Two schools have taken up book-keeping and three phonography. Navigation and other arts and sciences mayhap will now reappear in the evening continuation schools which are being opened in Shetland. There will be something of a recurrence to old ways in Shetland. Before the era of school boards, though many children went little to school or not at all, yet, if report may be believed, there were many who went to school, not as 'driven cattle,' but of their own free will for a quarter or a winter session of four months, and with a determination to profit by their instruction."

Mr. Andrew:—

"In neither Banffshire nor Orkney are there any purely secondary schools. All the secondary education given within the counties is imparted in the higher departments of the public schools. During the past year 813 pupils were presented beyond the stage of the 6th Standard. But for the fact that the Banff Burgh School was not examined this year, owing to an epidemic, and the statistics for it are, consequently, awanting, these numbers would have been considerably larger. 2,488 pupils were presented in specific subjects, and 2,104 passed. Thirteen schools in the Banffshire division of the district and two in Orkney sent forward pupils to the leaving certificate examinations in June last. The subjoined tables give the results;—

Subjects.	Banffshire.		Orkney.	
	Lower Grade.	Higher Grade.	Lower Grade.	Higher Grade.
English	58	16	13	3
Latin	22	15	4	3
Greek	8	7	7	—
French	24	6	7	2
German	13	7	—	3
Mathematics, &c.	51	6	10	—
Arithmetic	104	12	9	—
	280	69	50	11

"All the higher grade certificates in the case of Orkney were gained by pupils attending Kirkwall Burgh School. The advanced and scholarly work which is being done in the higher department of that school at present merits special mention.

"During the past year five Banffshire schools sent pupils direct to the University. At the bursary competition at Aberdeen, which takes place immediately before the opening of the University session, a pupil from Keith Public School stood first on the list, while high places were taken by several others. Banff Burgh School also especially distinguished itself in the same field, a pupil from it occupying the twelfth place, and four others very creditable positions. Tomintoul Public School, a never failing nurse of University students, Fordyce Public School, and Aberlour Public School, have each made good appearances. A pupil from Kirkwall Burgh School has also a place in the list. When it is borne in mind that this trial of scholarly skill is taken part in by pupils from all the secondary schools in the north of Scotland, it must be conceded that results like the above give the strongest evidence which it is possible to adduce of the advanced character of the instruction in the chief schools in the Banff and Orkney district. In the record of scholarly success it also deserves to be mentioned that a pupil in

Keith Public School was bracketed second in the list of those to whom Queen's prizes for mathematics of the second stage were awarded by the Science and Art Department. Through inquiries made by the county committee on secondary education the fact was elicited that 151 pupils have proceeded direct to the university from schools within the county of Banff during the past 10 years, and that of these 96 earned bursaries by open competition. This is exclusive of the students who entered and the bursaries gained at the beginning of the session 1893–94.

"In Banff Burgh School, in Keith Public School, and in Buckie Public School, French and German are taught by ladies who have had the advantage of foreign residence, and it is also deserving of mention that during the last two years several Banffshire teachers have spent their Midsummer vacation on the Continent with the view of improving their acquaintance with French and German—a course which has had a most beneficial effect upon the modern language teaching in their schools."

Mr. Robertson:—

"The presentations have increased from 2,500 to 2,724 within the year. Of course there is the usual amount of hasty and crude work, but the greater part gives evidence of well-informed, methodical, and well-assimilated instruction."

Mr. Lobban:—

"In languages and mathematics there is rather a large proportion of failures, especially in the elementary stages, but on the whole there can be no question that much valuable work is being done.

Gaelic.

"Only one school professes Gaelic, the Durine School, in the parish of Durness in Sutherland. The scholars show something of the enthusiasm of their teacher in this subject. The results are valuable, and the training is distinctly educative.

"Domestic economy is, I am glad to say, gradually giving place to practical cookery.

"Boards are bestirring themselves in the interests of higher education, and upper departments under the charge of graduates have been or are being formed in convenient centres all over the district.

"Candidates for the leaving certificate were presented from the Thurso Miller Institution, Wick Pulteneytown Academy, Dornoch Public School, Dingwall Academy, and Fortrose Academy. The first-mentioned school again takes a highly honourable place in these examinations, and also in the examinations of the Highlands and Islands Trust. A pupil from this school was also successful in gaining a bursary of 20*l.* at the recent competition at Aberdeen University."

Mr. Whyte:—

"In regard to specific subjects there is little that is new to be noted. The presentations are not so numerous as they were some years ago, but the instruction given is of a much more satisfactory type."

VII.—Infant Departments.

Mr. Munro:—

Infant departments.

"There is one section of country school work that is in a very backward state. That is the infants' section. With the rise of the new education there has also taken place a great rise in the number of small children sent to school. Cynical people profess to believe that this is wholly because they are got out of the mother's way. Whatever the motive, the fact is one to rejoice over but not to ignore, as is too often done. A common difficulty is that the total number at school does not compel the appointment of an assistant. Another common difficulty is that when an assistant is appointed the class-room opening off the main room is too small, is ill furnished, and not provided with the needful appliances. The result is that the teaching of the infants is generally the least satisfactory part of the school work."

Class-rooms too small.

VIII.—Discipline.

Mr. Muir :—

"On the whole I am greatly pleased with the discipline. The physical drill which, in connexion with this subject some of my colleagues recommend, is practised in the junior departments of some town schools. I would like to see more of it in country schools, not so much for the purpose of strengthening the muscles and expanding the chest, but for the purpose of giving more grace of carriage to the sturdy rustic."

Mr. Andrew :—

"Over the district generally the discipline and the general tone of the schools are, if not excellent, at least healthy, and there is a steady, if slow, improvement in the matter of outward courtesy and habits of politeness among the children. It is a common experience of every examiner to meet with an almost obtrusive display of good manners inside the school on an examination day, but if the children are really to be taught and trained to be courteous and thoughtfully considerate of others, the teaching on this point and the watchfulness of the master must be continuous. Improvement.

"The Orkney children deserve high praise in this respect. One feels at once in their case that politeness and gentle courtesy are habitual. Orkney.

"School offices are often not so cleanly kept as they ought to be, and boards ought to give more attention to brightening up the walls of the schoolrooms. For sanitary if not for other reasons every school ought to be thoroughly whitewashed once a year." School offices.

Mr. Munro :—

"There were outstanding cases of admirable tone and training, the school being, as it always is, a correct image of the teacher. In these cases activity, brightness, and pleasure animated all the proceedings; the children were mannerly and frank, spoke at once when they were spoken to, moved with quietness and care but with business-like activity; answered in a clear voice, and if in any case their answer was not heard or was misunderstood they quite readily repeated or amended what they had said, while any instructions given regarding their written exercises were carried out at once without the need of repeated orders."

IX.—Singing.

Mr. Andrew :—

"Of the 135 schools examined during the past year 98 received the higher grant for singing by note, 29 the lower for ear, and in 8 no grant was allowed. The quality of the singing varies greatly. In Banffshire, Rathven School occupies the foremost place for taste and thoroughness of instruction. In Orkney the senior department of Kirkwall Burgh School, Stromness Public School, and Sanday Central Public School deserve to be specially mentioned." Rathven School. Orkney.

Mr. Welsh :—

"In the district of Aberdeen the best system of training to sing is found, with few exceptions, in the city itself. The requirements for the various sections are closely observed by the staff set apart for this work, and the general outcome—so far as knowledge of music is concerned—is eminently satisfactory. One would, however, like to see a more varied selection of songs for the different schools. The words are too frequently a jingle and hardly worth committing to memory, though the airs are catching enough. It might be possible to have a selection suitable from a musical standpoint, and such as would combine the 'concord of sweet sounds' with all that is best in our rich collection of national songs." More varied selection of songs suggested.

Mr. Munro :—

"In several large schools which I have visited, and where I have had to observe the singing, I found the material for excellent school choirs in the large senior sections in which girls preponderate. Boys are of small account after the 6th Standard owing to the natural change in their voices. But in these favoured places the singing of large sections of girls from 13 to 18 was confined to the elementary songs of a booklet suitable for little ones of 10. They were quite capable of reading at sight much more difficult and artistic music than they had presumably spent a year in preparing. It was as if one were to keep a student reading nursery rhymes after he could appreciate Shakespere."

Better type of songs required for the older pupils.

X.—Needlework.

Mr. Andrew :—

"This branch continues to be taught throughout the district with a skill and thoroughness which merit the highest praise. There were only two schools during the past year in which grants were not claimed for sewing.

"The arrangement by which the cloth for the garments is purchased by the teacher at the beginning of the year, and the garments when made are sold to the pupils, is becoming very common in the case of the larger schools, and has much to commend it as saving trouble and delay to all concerned. Many of the mistresses complain that the 4th is too heavily burdened with exercises. The work of the hemming exercise in the case of the infants and Standard I. is often too fine. Even and properly sloped stitches should be aimed at at this stage, not fine sewing. Stitching ought never to be given as an exercise to pupils whose eyesight is at all weak. In the case of the upper standards more practice should be given in cutting out. It is a good exercise for the older girls to set them occasionally to superintend the work of the younger classes."

Work of Standard IV. too hard.

Eyesight.

Cutting out.

XI.—Cookery and Laundry Work.

Mr. Macleod :—

"Practical cookery, which was first begun in the Girls' School, Elgin, is now taught in most of our town schools, and the number of country schools which include the subject in their curriculum is increasing annually. This is a good indication of the sensible direction taken by educational improvement. The school already mentioned has now taken the initiative in teaching laundry work, and I trust in this respect it will have as many followers as it has had in cookery. I should hope that one good consequence of teaching cookery and laundry work in schools will be to diminish the number of girls who aspire to become teachers or get employment in the Civil Service. Both employments are unable to supply vacancies for a moiety of the candidates, and it will be a serious task for a young maiden who dreamed of success in the school or the Government office to reconcile herself good-humouredly to the washing of pans and dishes. But should the practical acquaintance with domestic work in school make her desirous from the first to engage in domestic duties, her lot in life will appear natural, and therefore one in ordinary circumstances productive of contentment."

Cookery.

Laundry work.

Mr. Andrew :—

"Practical cookery is taught in 18 of the Banffshire schools.

"Experience convinces me that in a district like Banff and Orkney the instruction in this subject can be most effectively imparted by a special teacher.

"In schools where a course has gone on for several years it is a good method to make some of the older and more expert girls give occasionally a demonstration lesson to the beginners. The giving of a lesson in this way under the supervision of the teacher affords an excellent test of the accuracy and thoroughness with which the subject has been assimilated, and admits of the demonstration course being better graded. Demonstrations suited to a

standard beginning the subject are, in great measure, a waste of time to girls who have had a two years' course of cookery. The unwieldy numbers indeed that may be present at a demonstration lesson is one of the weak points in connexion with the teaching of this branch."

Mr. Calder :—

"By the employment of other two trained teachers, the Dundee School Board has been enabled to extend the teaching of practical cookery to the Fourth Standard girls in the public schools, and to all the young women in attendance at its evening classes; thus practically doubling the number of pupils receiving instruction in this useful branch.

"Forfar Burgh School Board has also during the year engaged a trained teacher, and instituted practical cookery classes for all the girls in Standard IV. and upwards in its day and evening schools; and the subject continues to be taught to the girls of the three upper standards in all the schools under the Broughty Ferry and Monifieth Boards, as well as to the day and evening classes of the three principal Roman Catholic schools in Dundee. The initial expense of providing apparatus, &c., for such classes deters many of the smaller boards from entering on the teaching of this branch, and were the county councils to devote some of the money they have in hand for the promotion of technical education to purchasing the necessary equipment, where the school board is willing to carry on the classes, they would thereby greatly extend the teaching of a very necessary and useful branch of technical education.

Suggestion.

"In Dundee and Lochee the associations for providing free dinners in winter to poor children, attending either the public or the denominational schools in the city, still carry on operations with undiminished vigour; the former having last winter given 29,739 warm dinners, and the latter some 8,000 to 9,000; while, in addition, many of the very poorest of the pupils received great benefit and increased comfort from the funds organised by the school boards of Dundee and Broughty Ferry for providing boots and clothing to such as would otherwise have been unable to come to school in severe weather."

Warm dinners.

XIII.—Pupil-teachers.

Mr. Muir :—

"I have simply to reiterate what I have hinted at before, that they are receiving too little of an intellectual training. This is inevitable, even when they and their instructors are doing their best. Let a teacher be set apart to instruct the pupil-teachers, say, three hours a day collectively. During three hours, quite enough, they might assist in the schools to which they were severally allotted. The present system of having them taught in driblets, one or two at a time, by several individual teachers, chilly in the morning or wearied at night, means a vast waste of intellectual and physical energy.

Too little intellectual training.

"Male pupil-teachers are in a frightful minority in my district. They are in a minority everywhere, I suppose, but I have no statistics at hand to show the exact proportion. It is little wonder. Boys can find careers less fatiguing at the outset and holding out quite as reasonable prospects of a 'living wage' before they reach the age of 30. Of course sundry males must manage to secure certificates without having gone through the drudgery of pupil-teachership. Thus we may expect soon to find the teaching profession stocked with half-trained men and anæmic women."

Male pupil-teachers dying off.

Mr. Andrew :—

"The male pupil-teacher is all but extinct both in Banff and Orkney. The number of girls employed in this capacity—most in the larger schools—is still considerable, but also shows a tendency to decrease. The circumstance is not one, in my opinion, to be regretted. There is little to be said in favour of the system except that it is a cheap one. The hard physical labour of teaching so

Disapproves of system.

exhausts a boy or girl of 14 that effective study is impossible. The subjects of the First Schedule have to be got up by manuals and cram books, and the outcome is, in too many cases, a check to healthy intellectual development. The work of teaching should not be entered upon before 18. Up to that age the minds of the boys and girls who think of taking up school work as a profession should be subjected to the influence of those cultivating disciplinary studies which lead on to the university.

Mr. Whyte :—

"The outstanding fact in regard to pupil-teachers is the systematic way in which one part of their function is ignored. They are not pupils; they are teachers pure and simple. They teach from the hour the school opens till it closes, and the most uninteresting drudgery, as a rule, falls to their share. They then go home to prepare lessons and write out exercises, which in the case of the more conscientious occupies the whole evening. Oh, for eight hours a day for these growing boys and girls, but there is no such blessing for them. They must work, work, work. In this worse than Egyptian slavery there is not a moment for recreation, no time for independent reading. The intellect is starved, the school becomes 'their solar system in which they revolve in a perpetual cycle of parsing and analysis.' A question in an examination paper which asks for anything beyond bald facts which can be tabulated, conned, and learned by rote, gives a glimpse into some awful abysses of ignorance. They are instructed, not educated. I am aware that there are many brilliant exceptions, but what I have stated is too true of them as a class. 'Sie kennen viel und wissen nichts.' As their intellectual development seems to become arrested as soon as they become pupil-teachers it would be well to delay this as long as possible and shorten the term of apprenticeship. Another couple of years of mental growth under normal conditions before starting the actual work of teaching would be an educational gain of prime importance to the pupil-teachers themselves, and in consequence to the children taught by them. But even with the shortened apprenticeship their hours of teaching should be reduced, so that after due time spent on school studies opportunity would still be given for recreation, and a dip into books of general interest where codes and standards might for the time being be forgotten."

Instructed, no educated.

Hours of teaching should be reduced.

Mr. Welsh :—

"Pupil-teachers in towns are a class quite distinct from their rural brethren. They have many advantages which stand them in good stead at competition, and the results of the admission examination testify to the fact that, as a rule, purely rural schools lag considerably behind their urban competitors. Though the rural pupil-teacher is thus handicapped in such struggles, he too has advantages on his side from the scholastic point of view. He has had practice in the management of several classes at a time, and during his apprenticeship his cumulative practical experience must be immensely superior to that of the pupil-teacher in our very large schools. In the latter a considerable portion of the day is devoted to correction of exercises and other clerical work, and the active duties of teaching are little felt. A large school has now become pretty much like a pin factory. Each member of the staff is interested only in a fractional part of the whole, and year after year the same mechanical round is made. There is little opportunity for developing whatever latent power of management a pupil-teacher possesses, and from this point of view his training is defective. A rural pupil-teacher who has had a course of training in one of the colleges is *cæteris paribus* better qualified for taking immediate charge of a school."

XIV.—Merit Certificate.

Mr. Andrew :—

"The merit certificate is steadily growing in favour, and its influence will I think, come to be very beneficial."

Mr. Whyte:—

"The desire among senior pupils to secure the merit certificate is spreading. The number attempting to gain this coveted distinction is increasing very rapidly. It is the fitting apex of an elementary school career, and a boy or girl who obtains it goes out into the world very well qualified, as far as education goes, for the duties of everyday life. It is tending to make children remain longer at school, and this in itself is an unqualified good. So much have I been impressed by the beneficial effects of the introduction of this certificate that I have taken the greatest pains to make the examination for it as thorough as possible within the limits which it covers, so that it may be a guarantee of real knowledge well assimilated and not of mere cram. An examination which guarantees this must be searching. But that implies time, and it is here that the shoe is pinching. The multifarious details of the ordinary examination make such a demand on time and attention that if there is to be any further great increase in the number of aspirants to the merit certificate either the one examination or the other must be less engrossing." Advantages.

XV.—Evening Schools.

Mr. Andrew:—

"I have received intimation of the opening of 17 evening continuation schools in Banffshire, and of 19 in Orkney, under the New Evening School Code. The subjects professed range from ordinary reading, writing, and arithmetic to agriculture, navigation, magnetism, and electricity, the life and duties of the citizen, shorthand, physiology, and logic."

Mr. Craigie:—

"I examined and reported on two evening schools during the past year. These were Ferryhill and Skene Square, both under the Aberdeen School Board.

"In both schools the pupils are divided into two sections—an elementary and an advanced. The former represented the ordinary Standard VI. and ex-VI. of the day school, and embraced, in addition to the elementary subjects of reading, writing, and arithmetic in Standard VI., the following class and specific subjects:—mathematics, English, elementary science, history, needlework, and cookery.

"The advanced section, on the other hand, represented more closely the present continuation classes under the New Evening School Code. Each subject was taught in a separate class by a specialist in the subject as teacher. The branches professed in these classes were bookkeeping, shorthand, dressmaking, and cookery.

"The work all round was most promising, and the fact of the board's having employed these specialists induced large numbers of both sexes to join the classes, in the hope of receiving a thorough knowledge of the various subjects." Work highly satisfactory.

"In both schools the advanced classes were the more flourishing numerically.

"An important additional attraction this year was the setting apart of certain evenings for instruction in physical drill and gymnastics, under a qualified teacher—the different sexes meeting on different evenings. These classes were very largely attended, and they are, and ought to be encouraged, not only as a stimulus to regularity of attendance, but also as a most necessary and health-giving training to lads and lasses who are, in many cases, shut up in close workshops during the whole of the day. The enthusiasm shown in the performance of the various exercises is sufficient proof of the attractions of the class. Physical drill and gymnastics.

The following are the statistics of these classes :—

	Boys.	Girls.
Number present at inspection :—		
Elementary Classes	117	38
Advanced Classes	153	149
Total	270	187
Average attendance :—		
Elementary	154	
Advanced	271	
Total	425	

ELEMENTARY SCHOOL.

Standard Subjects — Standard VI.	Presented 106	Passed in		
		Reading 102	Writing 86	Arithmetic 64

	Subject.	Presented.	Passed.
Class and Specific Subjects.	Mathematics	39	35
	English	23	23
	Elementary Science	83	78
	History	53	44
	Needlework	36	36
	Cookery	14	14
	Totals	248	230

ADVANCED SCHOOL.

	Examined.	Passed.
Bookkeeping, Stage 1	69	43
„ „ 2	19	16
Shorthand, „ 1	72	59
„ „ 2	22	22
„ 3	11	11
Dresmaking	41	40
Cookery	55	55
Totals	289	246

Mr. Topping :—

"Evening schools have been still further developed in the city of Aberdeen during the winter of 1892–93, and a very successful beginning in this direction has been made at Peterhead. Extremes of age are now seldom met with; the

great majority of the scholars have left the day school two or three years before, and finding that what they then had acquired has either gradually vanished, or has been inadequate to the needs of their callings, they have of their own accord returned to school to renew and extend their attainments. In Standard V. 10 scholars were presented. They had all previously passed at that stage, but during the few years that had elapsed so much had been forgotten that even with the brushing up they had received only two or three succeeded in making a barely presentable appearance. In Standard VI. 173 scholars were examined, with much better results. In class and specific subjects those of a practical nature are, as a rule, selected. Bookkeeping had 77 students at various stages; shorthand, 53; science, 44; mathematics, 27; French, 14; German, 11; Latin, 2. English, history, and geography were in all credited with 108 presentations; sewing, 62; cookery, 49."

XVI.—Secondary Education.

Mr. Andrew:—

"The share of the 57,000*l.* to be devoted to the furtherance of secondary education falling to Banffshire is 866*l.* 13*s.* 5*d.*, and to Orkney 431*l.* 3*s.* 10*d.* Reports on the existing state of secondary education and schemes for distribution have been drawn up by the county committees for either county. Neither of the proposed schemes has as yet been sanctioned.

"In Banffshire the committee propose to allocate the money by capitation grants for passes in the merit certificate and leaving certificate examinations.

"In Orkney it is proposed to allocate a slump sum to Kirkwall Burgh School and to Stromness Public School to be devoted to improving the efficiency of the staff in the upper departments, and the rest of the money it is proposed to offer in bursaries of the value of not less than 20*l.*, and tenable for three years. These bursaries are to be competed for by pupils attending the public schools throughout the county, with the exception of Stromness Public School and Kirkwall Burgh School. The condition is attached that the successful competitors must attend the advanced classes in Kirkwall Burgh or Stromness Public Schools, or such secondary school outwith the county as the committee may sanction. Orkney.

"The sums in the case of both counties, but in the case of Orkney especially, are wretchedly inadequate, and it is needless to expect that any great results can be produced by such pittances under any scheme that may be adopted."

Mr. Robertson:—

"The approved schemes of the county committees of Inverness-shire and Ross and Cromarty are now in operation. Both in general principle and detail their schemes are very similar, and a short description of the former may be fitted in here. The main feature of the tentative scheme is a division of the whole normal annual grant into two sections, one offering payments on results chiefly of the leaving certificate examination, and the other allocating special subsidies to 11 central schools towards the cost of existing or additional provision of staff for purposes of secondary education only. In this latter section is also included a grant of 100*l.* for 10 bursaries of 10*l.* each, tenable at the Royal Academy, Inverness, by free scholars from schools in the country outside the burgh. The slenderness of the fund now at the committee's disposal does not permit what they unanimously wished at the outset, viz., the institution of substantial residential or maintenance bursaries tenable at well-equipped central schools by scholars from outlying districts."

XVII.—Nil.

XVIII.—Miscellaneous.

Mr. Macleod:—

"Part of the grants given to county councils for roads in the highlands has been usefully applied for making footpaths to schools not already accessible by roads. Some of those paths were partially constructed previous to my visits

to the various schools, and promised to be a great boon to the children when fully constructed. Most had been done for the money given in the parish of Gairloch, where the energy and excellent business habits of Mr. Dixon, of Inveran, carried on the work to early completion."

Mr. Calder :—

Workshops.

"Workshops have also been opened in connexion with two of the Dundee schools, in which manual instruction in wood-work is regularly given to the older boys.

"Three largely attended evening classes are also carried on in different districts of the city for young lads engaged in shops, factories, &c., and a most animated and interesting appearance these present when busy at work.

Health lectures.

"Through the generosity of a member of the school board a skilled medical lecturer was engaged to deliver a series of health lectures (58 in all) to the older pupils in 19 of the larger public schools. These lectures were attended by about 3,000 of the scholars, and being illustrated by a good magic lantern with coloured slides proved very instructive.

"A similar course of lectures is also this winter being given to classes of factory girls and women in the evenings by the superintendent of the infirmary. They are well attended, and seem to be greatly appreciated. For the same classes a course of lessons on practical cookery is also provided and largely taken advantage of.

Ventilation.

"Ventilation does not get that systematic attention in many of the schools that its importance demands. There has been provided a more or less efficient system of ventilation in all the schools, but as in the great majority of them it is a natural ventilation by means of openings in the walls and roof, constant attention is needed to make it in any way effective, as its working is subject to alteration with the ever-varying conditions of temperature and prevailing wind.

"The best ventilated schools I visit are those ventilated by mechanical means, but it is an expensive system, and is thus limited to a few of the large public schools in towns. It is used in six of the newer schools in Dundee. In each of these a small gas engine is employed to force filtered fresh air into the class-rooms, and openings are provided for the escape of the vitiated air. The fresh pure air enters the rooms some 5 or 6 feet above the level of the floor, and in winter it is heated by being passed over a series of warm pipes. The children in these schools are undoubtedly fresher and brighter at the end of an attendance than in most other schools, and are thus more favourably situated for the prosecution of their school work."

Technical Education.

Mr. Robertson :—

"Very little progress at all commensurate with the needs of the county of Inverness and the importance of this attractive form of popular education can be certified. The fault is largely the niggardly manner in which the county council treats the subject. Only about 300*l.* is allocated to the whole county, and though there is a semblance of equity in the scheme under which this pittance is divided among the various districts, the cardinal defect of the scheme is the want of funds. Practical cookery carried on for very short periods at a few centres, dairywork, and a small fund for the teaching of navigation in the maritime schools absorb the scanty fund. Efforts are now being made by a progressive but as yet a small minority in the council to secure such a sum of money as will enable each district committee to provide in an adequate measure a scheme of technical education suited to the domestic or industrial life of the locality. Ross-shire, on the other hand, arranges very much better than this county. I can speak with knowledge of the action of the Lewis district committee. Their expenditure of the grant allotted to them has been so far exceedingly fruitful. A four months' course of practical cookery both for school girls and adults is now going on in the town of Stornoway under a teacher specially recommended by the West End Training School of Cookery in Glasgow. The committee, with the assistance of the school managers, have

Lewis district committee.

also paid the fees and other expenses of three Gaelic-speaking female assistants from three of the leading public schools in the island incurred for a six week's course of instruction in practical cookery and laundry work at the same training school. The scheme also provides a grant for male teachers attending a vacation course of practical navigation at the Government School, Leith; and passes at the local centre of the Science and Art Department are also subsidised."

Report, by Mr. Welsh, on the Schools inspected by him in Mr. Robertson's District.

"The last five years have revolutionised the educational system of what, reckoning by population, is a not inconsiderable portion of the Outer Hebrides, Lewis to wit. Before this period the day schools failed in most instances to fulfil the intentions of the Education Act. A system of evening schools had been inaugurated and was in full swing, a system which sapped and undermined any benefit accruing from attendance at a day school. It fostered irregularity, because when irregularity at the day school was complained of, the evening school served as a Cave of Adullam where refuge was frequently taken if legal action were threatened. Only the three R's in practically all this district—with a population of over 27,000—were professedly taught, and the results obtained in these were so wretchedly poor that nothing more depressing than my first visit to the island has ever been experienced by me in my official life. To the school boards the loss in money from irregularity and an incomplete curriculum must have been very great, while the educational loss to a very large proportion of the people can never be made good. The various causes at work to produce this chaotic state were anxiously sought for, and some of them have been removed. Evening schools on the old objectionable lines ceased to exist, the energy of the teaching staff was concentrated on what was of prime importance, the day school. English, geography, and history, which had almost disappeared as class subjects, were fostered; schools and staff were in many instances remodelled; and, if the hydra-headed monster, irregularity of attendance, were killed, there is now little cause for despondency. The bilingual difficulty is fast disappearing, and if the proper training of the robust native intellect were secured and applied to the teaching of the junior classes, there is no reason to think that Lewis boys and girls would fall so far behind their mainland brothers and sisters as they do. Poverty, with its numerous accompaniments, frequently obtrudes itself and is a hindrance to progress, but education must ultimately have an ameliorating influence on this also. The difficulties of the teacher are much augmented by the dire want that prevails in many townships. Children frequently appear at school without breakfast, and many have nothing to eat during the whole of the school day. It will be readily admitted that these children are not in a fit state to receive instruction of any kind, and when this instruction is imparted to them in a foreign tongue much of the teacher's time and energy must be practically lost. I know of no district more likely to benefit from a properly organised system of hot dinners. Fish is plentiful, and much of it is lost from want of knowledge of what good cooking could make of it. Vegetables are much liked, so much so that to a Lewis boy a carrot is one of the most appreciated forms of reward, and raw cabbages are devoured with avidity. Notwithstanding this love for garden produce no attention is paid to horticulture by the natives."

Former evening schools a defect.

Bi-lingual difficulty disappearing.

Poverty.

Hot dinners.

Ex-VI. Classes.

"One of the gratifying features of the present state of scholastic matters in the Lewis and other insular parts of the west is the increasing numbers that are reaching the higher standards and even the ex-standard stage. The future is hopeful, but considerable leeway has still to be made up. Attendance continues to be very irregular in most districts, although a general improvement has to be reported in this also; and, while this irregularity prevails, much of the instruction must of necessity be lost. Besides, as a rule, the headmaster

Numbers increasing in Standard VI. and above.

has so much work on hand in connexion with the elementary and class subjects, that a very small fraction of his time can be devoted to those who reach the ex-standard stage. After all, the proper tuition of senior pupils is a matter of staff, which again is a matter of money; and if each district could be thoroughly assured of advanced work receiving continuous and proper attention throughout the year, the higher classes of very many populous townships would be much augmented. Up till now few, if any, boys at the public schools have had the opportunity of having the most made of whatever intellectual ability they possess. It is almost impossible for any of them to leave their homes to prosecute their studies. In a few places something has been done to induce pupils to remain at school and endeavour to take the merit certificate, but so long as no separate special class is held for such cases, so long as they are simply taught with those who were a stage below them the previous year, little real good can be expected. A very short time will prove that where proper facilities are given the parents will respond. It is exceedingly gratifying to be able to report that a considerable proportion of those presented for the merit certificate in outlying districts made an appearance that would have done credit to any school, and in several instances the results were superior."

Class Subjects.

"All over the district now class subjects form part of the regular instruction. As a general rule, English, geography, and history are what are professed, and the demands of the Code are very creditably met. A few schools have felt the strain of *three* class subjects, and wisely restricted themselves to two. The profession of three subjects may be defended on the score of extending the English vocabulary of children who hear little English except in school, but this benefit could still be secured by using a history book for the ordinary reading lesson. The memory of the children need not be burdened with what has been denominated 'historic trivialities,' which, after all, are what constitute history as taught in our schools. Now that the elementary branches are on a fair footing, due no doubt partly to considerate encouragement, but chiefly to the willing response of the general body of teachers, it might be better to attempt fewer subjects for examination purposes and endeavour to raise the quality of the rest of the work. The effects would be much more beneficial. There are certain schools where the staff easily overtakes what in others is impossible, and on these no restraining hand should be laid, but encouragement rather should be given. When, however, poor results in elementary subjects are excused because of an excessive profession of work voluntarily undertaken it is time the pruning knife were applied and the comparatively useless branch lopped off."

Two class subjects sufficient.

Specific Subjects.

"The pupils presented for examination in specific subjects showed, on the whole, that considerable care had been taken with both the selection of the children and the teaching. A large proportion received instruction in mathematics and Latin, numbers being in the third stage of each, and the general outcome is gratifying. Navigation promised last year to be a popular subject, and the results of the first stage seemed to justify the prediction that something had been hit upon which would enlist the attention of people who have the sea at their doors. A comparatively small number of the population, however, follow the sea, whole townships being composed of crofters, and this may account partly for the falling off in interest in this subject. What promised to become a considerable flame has sunk down to a feeble flicker, and only two schools examined by me maintained a continued interest in this branch of study. Several others had presentations in the first stage. The advanced stages present difficulties which, in a school demanding constant and increasing care in the ordinary standard work, are almost insurmountable. The industrial occupations of the Hebrides are very few, the sea, the army, or some of the learned professions being the only channels outside crofting to

Navigation not making much progress.

which the energies of the people are likely to be diverted. The instruction of boys, therefore, should mainly be with a view to fit them for one or other of these."

Singing.

"Most of the insular schools now profess singing, and some of them by note. Encouragement to sing by note is needed and is given in many schools, but where there is a competent teacher of singing there is no necessity for showing leniency, as the requirements are readily met."

Pupil-Teachers.

"It was gratifying to find that three females had found a place in the admission list; the males, however, having no representative. It may be thought that there is little room for gratification in this statement, but to one who knows the district the fact is full of promise. There are at present some good boys apprentices, and time will show what powers they possess, but it is to the girls one must look for inaugurating a permanently satisfactory state in most of our insular schools. I speak more particularly of Lewis and Harris. There is little hope of the junior departments of these schools reaching a high level of proficiency until the native female pupil-teacher is able to take charge. In one or two instances in recent times good results have followed the appointment of an ex-pupil-teacher as junior mistress; but unless the instruction during apprenticeship is such as to enable these pupil-teachers at the close of their apprenticeship to compete successfully in the examination for admission to the training college, and so let them have the benefit of two years' education and residence outside their native township, the best results cannot be expected. No Long Island pupil-teacher has this year passed high enough to be selected for training at college, and a valuable opportunity is thus lost to the districts from which the candidates come. The general poverty of the district almost prevents the possibility of pupil-teachers without a bursary leaving home to gain insight into their profession, and when lack of scholarship prevents them from gaining that bursary a remedy has to be sought for. Circumstances being as they are, ex-pupil-teachers who are unable to compete with their mainland contemporaries become assistants and occasionally heads of schools, which of course must suffer in consequence."

APPENDIX.

TABLE I.

NORTHERN DIVISION.

Specific Subjects.

Subject.	Presented.			Passed			Approximate Per-centage Passed.		
	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.
1. Mathematics	2,041	628	213	1,490	502	169	73	79·9	79·3
2. Latin	2,123	997	481	1,555	818	366	73·2	82	76
3. Greek	120	61	42	109	55	36	90·8	90·1	85·7
4. French	1,787	933	481	1,371	718	343	76·7	76·9	79·5
5. German	268	117	69	225	107	58	83·9	91·4	84
6. Agriculture	831	359	358	669	305	288	80·5	84·9	80·4
7. Domestic economy	2,549	1,794	1,353	1,999	1,530	1,128	78·4	85·2	83·3
8. Phonography	326	116	20	274	97	19	84	83·6	95
9. Bookkeeping	198	62	8	112	26	5	56·5	41·9	100
10. Navigation	541	88	—	337	62	—	62·2	70·4	—
11. Magnetism and Electricity.	27	—	—	25	—	—	92·5	—	—
12. Physical geography	9	—	—	9	—	—	100	—	—
13. Animal physiology	2	—	—	1	—	—	50	—	—
14. Geology	26	—	23	17	—	23	65·3	—	100
15. Gaelic	14	14	11	12	7	3	85·7	50	27·2
1893, Totals	10,862	5,169	3,009	8,205	4,227	2,441	75·5	81·7	81·1
1892 „	10,745	5,057	2,278	8,602	4,279	1,945	80·	84·6	85·3

TABLE II.—Northern Division.

Specific Subjects.

No. of District.		No. 1. (Mr. Calder.)		No. 2. (Mr. Muir.)		No. 3. (Mr. Andrew.)		No. 4. (Dr. Stewart.)		No. 5. (Mr. Lobban.)		No. 6. (Mr. Macleod.)		No. 7. (Mr. Robertson.)	
No. of Subject.	Name of Subject.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
1	Mathematics	569	420	141	111	336	272	880	690	386	284	212	165	358	219
2	Latin	597	453	179	122	549	465	1,040	854	482	304	260	197	494	344
3	Greek	19	19	1	1	60	57	37	35	43	34	26	22	37	32
4	French	487	436	130	113	443	357	1,260	991	415	227	222	171	194	137
5	German	110	108	14	14	75	74	142	100	65	50	35	34	13	10
6	Agriculture	44	38	14	12	276	233	538	469	76	44	214	155	386	311
7	Domestic economy	850	704	176	131	667	577	2,492	2,078	443	299	403	353	665	515
8	Phonography	256	211	43	35	3	3	120	101	—	—	28	28	12	12
9	Bookkeeping	102	45	6	6	—	—	136	71	24	24	—	—	—	—
10	Navigation	—	—	—	—	30	26	37	14	—	—	69	27	493	332
11	Magnetism and Electricity.	—	—	—	—	—	—	—	—	—	—	—	—	27	25
12	Physical geography	—	—	—	—	—	—	—	—	—	—	—	—	9	9
13	Animal physiology	—	—	—	—	—	—	—	—	—	—	—	—	2	1
14	Geology	—	—	—	—	49	40	—	—	—	—		—	—	—
15	Gaelic	—	—	—	—	—	—	—	—	5	4	—	—	34	18
	Totals	3,034	2,434	704	545	2,488	2,104	6,682	5,403	1,939	1,270	1,469	1,152	2,724	1,965

Table II. (A).—Northern Division.

Specific Subjects.

No. of Subject.	Name of Subject.	No. 15. (Mr. Calder.) Presented. 1.	2.	3.	Passed. 1.	2.	3.	No. 16. (Mr. Muir.) Presented. 1.	2.	3.	Passed. 1.	2.	3.	No. 17. (Mr. Andrew.) Presented. 1.	2.	3.	Passed. 1.	2.	3.	No. 18. (Dr. Stewart.) Presented. 1.	2.	3.	Passed. 1.	2.	3.
1	Mathematics	469	93	7	334	79	7	95	42	4	79	28	4	217	69	50	167	64	41	626	197	57	482	169	39
2	Latin	382	154	61	283	130	40	107	44	28	77	31	14	286	172	91	246	147	72	641	275	124	508	234	112
3	Greek	8	9	2	8	9	2	1	—	—	1	—	—	31	23	6	30	21	6	23	7	7	21	7	7
4	French	287	155	45	255	137	44	78	33	19	70	25	18	220	127	96	176	102	79	697	400	163	558	307	126
5	German	61	35	14	60	35	13	12	2	—	12	2	—	39	20	16	38	20	16	95	29	18	64	22	14
6	Agriculture	38	6	—	33	5	—	6	1	7	6	0	6	158	23	95	125	19	89	285	109	144	265	102	102
7	Domestic Economy	389	235	226	298	215	191	89	41	46	52	41	38	223	288	156	193	243	141	1,214	697	581	980	604	494
8	Phonography	169	76	11	137	64	10	33	10	—	29	6	—	3	—	—	3	—	—	94	20	6	78	17	6
9	Bookkeeping	82	20	—	43	2	—	6	—	—	6	—	—	—	—	—	—	—	—	102	34	—	55	16	—
10	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	30	—	—	26	—	—	37	—	—	14	—	—
11	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12	Physical Geography	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Geology	—	—	—	—	—	—	—	—	—	—	—	—	26	—	23	17	—	23	—	—	—	—	—	—
15	Gaelic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals	1,885	783	366	1,451	676	307	427	173	104	332	133	80	1,233	722	533	1,021	616	467	3,814	1,768	1,100	3,025	1,478	900

Table II (A).—Northern Division—*continued.*

Specific Subjects—*continued.*

No. of Subject.	Name of Subject.	No. 19. (Mr. Lobban.)						No. 20. (Mr. Macleod.)						No. 21. (Mr. Robertson.)					
		Presented.			Passed.			Presented.			Passed.			Presented.			Passed.		
		1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	Mathematics	260	90	36	182	70	32	116	76	20	93	56	16	258	61	39	153	36	30
2	Latin	286	130	66	161	102	41	127	75	58	79	70	48	294	147	53	201	104	39
3	Greek	21	8	14	17	7	10	14	5	7	13	4	5	22	9	6	19	7	6
4	French	248	110	57	127	63	37	146	57	19	108	50	13	111	51	32	77	34	26
5	German	29	16	20	23	13	14	21	13	1	20	13	1	11	2	—	8	2	—
6	Agriculture	62	14	—	33	11	—	84	108	22	55	84	16	198	98	90	152	84	75
7	Domestic Economy	184	96	163	118	60	121	118	185	100	98	171	84	382	252	81	260	196	59
8	Phonography	—	—	—	—	—	—	20	7	1	20	7	1	7	3	2	7	3	2
9	Bookkeeping	8	8	8	8	8	8	—	—	—	—	—	—	—	—	—	—	—	—
10	Navigation	—	—	—	—	—	—	59	10	—	22	5	—	415	78	—	275	57	—
11	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	27	—	—	25	—	—
12	Physical Geography	—	—	—	—	—	—	—	—	—	—	—	—	9	—	—	9	—	—
13	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	1	—	—
14	Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15	Gaelic	—	5	—	—	4	—	—	—	—	—	—	—	14	9	11	12	3	3
	Totals	1,098	477	364	669	338	263	705	536	228	508	460	184	1,700	710	314	1,199	526	240

TABLE III.

Northern Division.

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Phonography.	Book-keeping.	Navigation.	Magnetism and Electricity.	Physical Geography.	Animal Physiology.	Botany.	Mechanics.	Geology.	Gaelic.
1893 - - -	2,882	3,601	223	3,151	454	1,548	5,696	462	268	629	27	9	2	1	—	49	39
1892 - - -	2,560	3,375	250	2,872	439	1,833	5,449	366	326	406	—	23	26	13	2	69	71
Increase - - -	322	226	—	279	15	—	247	96	—	223	27	—	—	—	—	—	—
Decrease - - -	—	—	27	—	—	285	—	—	58	—	—	14	24	13	2	20	32

TABLE IV.—Northern Division.

Grants under 19 A (2) and (3); B I. (*a*); and E, with Approximate Per-centages.

District.	Total No. of Departments.	Numbers and Approximate Per-centages.	Organisation and Discipline. Number of Departments paid at			Singing. Number of Departments paid at			Children in and under Standard III. Number of Departments classed as				Children above Standard III. Number of Departments classed as				Gratuities to Pupil-Teachers. Number paid at			Deductions.
			1*s.* 6*d.*	1*s.*	0.	1*s.*	6*d.*	0.	Excellent.	Good.	Fair.	0.	Excellent.	Good.	Fair.	0.	60*s.*	40*s.*	0.	
1. Mr. Calder	125	Numbers	74	51	—	118	7	—	25	83	10	—	6	69	21	—	46	69	23	2 tenths.
		Per-centages	59·2	40·8	—	94·4	5·6	—	21·2	70·3	8·5	—	6·2	71·8	22·	—	33·3	50	16·7	—
2. Mr. Muir	146	Numbers	115	30	1	74	48	24	50	71	20	1	19	83	33	1	33	86	6	—
		Per-centages	78·8	20·5	·7	50·7	32·9	16·4	35·2	50	14·1	·7	14·	61·	24·3	·7	44·	48	8	—
3. Mr. Andrew	135 + 2 sub-schools.	Numbers	101	34	—	98	29	8	31	96	8	—	17	103	14	—	44	23	9	1 tenth.
		Per-centages	74·8	25·2	—	72·6	21·4	6	23·	71·1	5·9	—	12·7	76·8	10·5	—	58	30·2	11·8	—
4. Dr. Stewart	363	Numbers	285	74	4	282	77	4	72	259	38	2	22	222	75	14	88	113	77	20 tenths.
		Per-centages	78·5	20·4	1·1	77·7	21·2	1·1	20·	69	10·5	·5	6·6	66·7	22·5	4·2	31·7	40·6	27·7	—
5. Mr. Lobban	149 + 25 sub-schools.	Numbers	78	70	1	59	72	18	5	97	46	1	4	100	41	1	20	29	22	1 tenth.
		Per-centages	52·3	47	·7	39·6	48·3	12·1	3·4	65·	30·9	·7	2·7	68·5	28·1	·7	28·2	40·8	31	—
6. Mr. Macleod	94 + 14 sub-schools.	Numbers	52	38	4	40	37	17	20	55	19	—	6	46	36	—	7	8	11	—
		Per-centages	55·3	40·4	4·3	42·5	39·4	18·1	21·3	58·5	20·2	—	6·8	52·3	40·9	—	27	30·7	42·3	—
7. Mr. Robertson	207	Numbers	162	45	—	80	94	33	22	131	54	—	5	84	112	2	36	19	48	1 tenth.
		Per-centages	78·3	21·7	—	38·6	45·4	16	10·6	63·3	26·1	—	2·4	41·4	55·2	1	35·	18	47	—
Totals	1,219 + 41 sub-schools.	Total Numbers	867	342	10	751	364	104	225	783	195	4	79	707	332	18	274	297	196	25 tenths.
		Per-centages	71·1	28	·9	61·6	29·9	8·5	18·6	64·9	16·2	·3	7	62·2	29·2	1·6	35·7	38·7	25·6	—

TABLE V.—Northern Division.

Class Subjects, with Approximate Per-centages.

District.		English.				Geography.				History.			
		No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at		
			2s.	1s.	0.		2s.	1s.	0.		2s.	1s.	0.
1. Mr. Calder		97	75	22	—	86	65	21	—	70	48	22	—
	per cent.		77·3	22·7	—	—	75·6	24·4	—	—	68·6	31·4	—
2. Mr. Muir		129	66	50	13	116	74	30	12	89	60	21	8
	per cent.		51·2	38·8	10·	—	63·8	25·9	10·3	—	67·4	23·6	9
3. Mr. Andrew		134	106	26	2	122	115	15	2	81	57	21	3
	per cent.		79·1	19·4	1·5	—	87·1	11·4	1·5	—	70·3	26	3·7
4. Dr. Stewart		331	243	83	5	334	283	46	5	96	80	16	—
	per cent.		73·5	25·	1·5	—	84·7	13·8	1·5	—	83·3	16·7	—
5. Mr. Lobban		146	68	72	6	144	84	56	4	103	70	27	6
	per cent.		46·5	49·3	4·2	—	58·3	39·	2·7	—	68	26·2	5·8
6. Mr. Macleod		87	62	23	2	85	45	33	7	66	30	32	4
	per cent.		71·3	26·4	2·3	—	53·	38·8	8·2	—	45·5	48·5	6
7. Mr. Robertson		201	95	97	9	201	152	49	—	169	108	54	7
	per cent.		47·3	48·2	4·5	—	75·6	24·4	—	—	63·9	32	4·1
Total		1,125	715	373	37	1,098	818	250	30	674	453	193	28
Total	per cent.		63·6	33·1	3·3	—	74·5	22·8	2·7	—	67·2	28·6	4·2

TABLE V.—NORTHERN DIVISION—*continued.*

CLASS SUBJECTS, with Approximate Per-centages—*continued.*

District.	Elementary Science.				Needlework.					
	No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments under 19 A (4) paid at	
		2*s.*	1*s.*	0.		2*s.*	1*s.*	0.	1*s.*	0.
1. Mr. Calder	3	3	—	—	21	18	3	—	98	—
	per cent.	100	—	—	—	85·7	14·3	—		
2. Mr. Muir	—	—	—	—	3	1	2	—	117	—
	per cent.	—	—	—	—	33	67	—		
3. Mr. Andrew	4	4	—	—	9	8	1	—	126	—
	per cent.	100	—	—	—	89	11	—		
4. Dr. Stewart	8	7	1	—	13	13	—	—	346	3
	per cent.	87·5	12·5	—	—	100	—	—		
5. Mr. Lobban	—	—	—	—	1	—	—	1	144	5
	per cent.	—	—	—	—	—	—	100		
6. Mr. Macleod	—	—	—	—	—	—	—	—	88	6
	per cent.	—	—	—	—	—	—	—		
7. Mr. Robertson	2	1	1	—	9	6	3	—	200	5
	per cent.	50	50	—	—	67	33	—		
Total	17	15	2	—	56	46	9	1	1,119	19
Total	per cent.	88	12	—	—	82	16	2	—	—

TABLE VI.—(Whole Division)—Approximate Per-centages.

Children in and under Standard III.

Rates of Payment.	Excellent.	Good.	Fair.	0.
Per-centage of departments at the various rates - - - -	18·6	64·9	16·2	·3

Organisation and Discipline.

Rates of Payment.	1*s.* 6*d.*	1*s.*	0.
Older children - - - -	70·7	28·5	·8
Infant departments - - -	79·7	20·3	1·

Singing.

Rates of Payment.	1*s.*	6*d.*	0.
Older children - - - -	59·3	31·7	9·
Infant departments - - -	98·6	1·4	—

Pupil-teachers.

Rates of Payment.	60*s.*	40*s.*	0.
Per-centage at each rate - -	35·7	38·7	25·6

PART III. OF APPENDIX.

TRAINING COLLEGES.

REPORT, *for the Year* 1893, *by* JOHN KERR, Esq., M.A. Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES OF SCOTLAND.

MY LORDS,

I HAVE the honour to present my annual report on the Training Colleges of Scotland for the year 1893.

There have been no noteworthy changes in respect of staff, attendance, or management since my last report.

The number of students this year is 854, of whom 296 are males and 558 females. All but about 3 per cent. have been pupil-teachers. Of the 537 bursaries offered, 296 are held by males and 241 by females. In the Episcopal College, board and education are supplied for an annual payment of 12*l.*, an arrangement which may be regarded as equivalent to the holding of a small bursary.

The following table shows how they are distributed among the colleges, and their annual salary after two years' residence. I am glad to note an appreciable if not very striking rise in the amount during the last six years :—

Name of College.	Males.		Females.		Average Annual Salary after Two Years' Residence in Training Colleges.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	Males.	Females.
					£ s. d.	£ s. d.
Edinburgh, Church of Scotland -	29	34	54	42	77 0 0	58 0 0
„ Free Church - -	30	35	42	53	78 11 6½	56 4 9
„ Episcopal Church -	—	—	30	27	—	67 5 6
Glasgow, Church of Scotland -	29	32	53	45	82 0 0	65 0 0
„ Free Church - -	31	32	54	43	75 0 0	60 0 0
Aberdeen, Church of Scotland -	10	10	29	31	75 0 0	50 18 0
„ Free Church - -	12	12	28	27	75 8 0	56 1 0
Totals - - -	141	155	290	268	In some cases there is a house in addition.	

Admission examination.

The number of candidates who presented themselves for the admission examination in July was 1,393 as against 1,003 in 1892. This increase of 390 is no doubt largely due to the arrangement by which pupil-teachers in their last year must pass this instead of a separate examination as formerly. There were 270 males and 1,123 females; of the former 254, and of the latter 1,038 had been pupil-teachers. Of those who had been pupil-teachers upwards of 77 per cent., and of those who had not, nearly 42 per cent. passed the examination. Only those who pass in the first or second class are admissible into training colleges. Of the males, 137, and of the females, 552 were placed in these classes. The number of males who completed their training in December last was 155. The number of males will probably thus be diminished, and the number of females increased, by 18. The number of females who completed their training was 268. To fill their places and the 18 above

mentioned there are 552 qualified, and thus 266 will, as in former years, either seek other employment, or after serving as acting teachers for a longer or shorter period, become certificated without being trained. To these must be added 352 who passed in the third class, a considerable number of whom will continue to be teachers. Many of these will no doubt find suitable employment either as assistants or provisionally certificated teachers of small schools, in which high attainments are not required and the emoluments are comparatively small, but it is a matter for regret that every year upwards of 200 candidates who have by examination proved their fitness for training should not have it put within their reach. The result seems inevitable—a further increase of the untrained element, already undesirably large. Coupled with this is a decrease of masters and an increase of mistresses, which may have results unfavourable to education. The difficulty of obtaining suitable male candidates as pupil-teachers is a steadily increasing one.

Admission to training colleges.

I have again to refer to the unsatisfactory conditions that regulate the admission of female students to training colleges. The case of the male students presents no difficulty, as there is room for them all. While the anomalies are not so striking as last year, they are sufficiently so to call for a remedy. In one Free Church college no candidate could be admitted below 184 on the general list, and a number of first-class candidates were refused. In the other two colleges candidates as far down as 406 were admitted. In two of the Church of Scotland colleges the numbers 280 and 285 were the lowest admitted. In the other a candidate as far down as 474 got admission. The extension of numbers for admission subsequently granted by the Department slightly alters these figures, but not to the extent of removing the anomaly. The question is far from simple. Were the colleges not only subsidised by but actually the property of Government, instead of being under private management, the remedy would be easy. Each candidate could be required to specify in the order of choice the names of the seven colleges where she wishes to become a student. When the results appeared, her place on the list combined with the choice indicated, would determine the college to which she might go if she chose. But the colleges remaining as they are, might they not each contribute into a common fund as much as they now expend on scholarships, and agree as to the distribution of this fund among the candidates who top the general list for Scotland?

Anomalies continue.

Colleges only nominally denominational.

The figures indicating that the colleges are to a large extent only nominally denominational are not so striking this year as last, but sufficiently so to be interesting and instructive.

DENOMINATION OF STUDENTS IN ATTENDANCE.

In the Edinburgh C.S. College 104 are C.S. and 62 of other denominations.

In the Edinburgh F.C. College 95 are F.C. and 72 of other denominations.

In the Edinburgh Epis. Coll. 33 are Epis. and 26 of other denominations.

In the Glasgow C.S. College 114 are C.S. and 71 of other denominations.

In the Glasgow F.C. College 75 are F.C. and 108 of other denominations.

In the Aberdeen C.S. College 53 are C.S. and 27 of other denominations.

In the Aberdeen F.C. College 56 are F.C. and 23 of other denominations.

Totals - -	530	389

I welcome the proposal that will be carried out next year of a Roman Catholic training college in Glasgow. In Roman Catholic schools more than in any portion of the educational field was the untrained element most undesirably large. A very eligible sight has been procured for a residential college with dormitories for from 30 to 40 students, and abundant space for extension if necessary. It is proposed to commence a preparatory class at Midsummer of 1894. That schools of this class will benefit largely by the establishment of such an institution cannot be doubted. New Roman Catholic training college.

I am glad to report that the dinner scheme set on foot last year for the students in the Established Church and Free Church Colleges in Edinburgh has been so far successfully carried out, and that there is a very fair prospect of its becoming a permanent institution. About 80 students have taken advantage of the offer of a plain but substantial well-cooked dinner at a very moderate charge. The principals of the colleges preside in the respective dining halls. A sufficient guarantee is thus secured for the management of the scheme being in every way what it ought to be. As the result of last year's experiment a not inconsiderable sum has been put aside as the nucleus of a permanent fund. The principals give a most encouraging account of the beneficial results of the scheme in all respects, moral, social, and physical. Dinner scheme.

There are no noteworthy changes in the practising schools attached to the various colleges. All are largely attended and efficiently taught. The practice of taking the students to board schools and other institutions is still kept up with advantage. Practising schools.

The character of the lectures, criticism, and model lessons which I have heard in the various colleges is not materially different from that of former years. There are, of course, various degrees of merit, but the lecturers and teachers are as a whole a very competent body. Tutorial assistance continues to be given in several of the colleges, some preparatory for, some independent of, University work. The time so spent is of great value to the student. Lectures, criticism, and model lessons.

The Principal of the Aberdeen F.C. College remarks :—

"A variety has been introduced this year in the way of what may be called 'Notion' or 'Concept' lessons. An idea is given to a student without previous notice, say the idea of 'slowness,' 'tartan,' 'per cent.,' and he is required in a few minutes to get that idea firmly implanted in the minds of the class. This is found to promote clearness of thinking, and to some extent, at least, to counteract the prevailing tendency of young teachers to wander from the point."

The improvement in French pronunciation is very gratifying in the Edinburgh and Aberdeen Colleges. A steadily increasing number, especially of female students, have broken ground in the language while pupil-teachers, and make a good use of their two years' residence. The reading of the male students is on a considerably lower level. I am sorry that I cannot report the same amount of progress in the Glasgow colleges. Under a very competent French master, as the teacher there certainly is, it is disappointing to find that the part of the subject which especially requires teaching, which cannot be got afterwards, and which a native Frenchman can do better than anyone else, apparently receives little, and, at any rate, too little, attention. Translation and knowledge of syntax can be acquired by private study, but pronunciation must be taught. French.

I find in some of the colleges that the lessons proposed to be taught before me are much too long, ranging from 25 or 30 minutes to an hour. Such lessons are out of all proportion to the time available, and the result is that after a quarter of an hour only the fringe of the subject Lessons by students.

has been touched. They ought to know and probably do know, that more than 15 to 20 minutes is neither necessary nor possible, and should make notes to correspond, and preferably to the shorter of the two periods.

Acquirements of Candidates for Admission.

The reports of the revisers of admission papers are in scarcely any respect different from those of former years. English is, on the whole, considerably better, but the answers to questions on literature are somewhat meagre and give evidence of the need of wider reading. This is not matter for surprise. The time which the average pupil-teacher spends in teaching during the day, and preparation of lessons in the evening, leaves extremely little time for anything outside of routine work. Some remedy for this seems necessary if the system is to work satisfactorily. Spelling is generally very good. The general account of school management papers is not so favourable as formerly. The subject seems, as a rule, not to be methodically taught. Notes of lessons are not satisfactory. Euclid is in too many cases wanting in accuracy. Arithmetic is, on the whole, very fair, but short methods and mental calculation do not receive sufficient attention. The domestic economy papers show considerable intelligence and the ground has been carefully covered; but a great many of the answers have a bookish rather than a practical look, and are vague and incomplete. In geography there is an apparent want of uniform preparation for examination. The papers show all the excellencies and defects of a system in which the tuition is largely a matter of accident. The unprecedentedly large failure in this subject is no doubt due to the paper being more difficult than formerly in order to the awarding of prizes offered by the Royal Geographical Society. It is difficult to believe that sufficient allowance has been made for this in settling the revision standard. In history the great majority show a satisfactory knowledge of the general course of British history, and sufficient equipment for entering upon the study of a special period which they may be required to teach. Such study will, however, be necessary if the work is to be well done. In languages, Latin accidence is creditable, but syntax is weak. Unseen translation is very poor by a great many; and here, as in all such examinations, wherever held, there is much wild guessing and translations that have no possible meaning. In Greek some of the papers are very good, but many very poor. French is, on the whole, weak in respect of accurate grammatical knowledge. In German there is great variety of merit; some do very well, others should not have attempted the paper. In music a higher per-centage of marks was gained in the old than in the new notation, and a large majority choose the old in preference to the new. The papers show a competent knowledge of musical notation for the purpose of singing or playing from notes, but more practice in writing music is required.

It is however necessary, in comparing the results of this with those of former years, to bear in mind that the examination this year, besides being one for admission to training colleges was also the final examination of pupil-teachers, many of whom came up to complete their apprenticeship and not as candidates for Queen's scholarships. The increase of 390 already referred to is doubtless made up largely of those who did not mean to continue in the profession of teaching, or who knew that a Queen's Scholarship was beyond their reach. It was inevitable that the general level of the results should, in these circumstances, be lowered.

Mr. Barrie :—

"The English papers entrusted to me for revision compared very favourably with those of former years. Several of the essays showed marked ability, and many were very good. Parsing and analysis were, as a rule, very satisfactory, although 'blended form,' in parsing, and 'but had a rougher task,' in analysis were frequently misunderstood. The paraphrasing was better done than I have ever seen it in admission papers. English.

"Most of the candidates gained the full marks attached to Question 4, and Questions 5 and 6 were very well answered upon the whole.

"In Question 7 the first sentence was very often supposed to be corrected by the substitution of 'shall' for 'will,' and the third was often stated to be correct.

"Many of the candidates were very much at sea in the first part of Question 8, but most of them answered the second part creditably."

Mr. Marshall points out inaccuracy of punctuation, inelegance of form, and meagreness of matter in composition. Grammar also he found weak. Analysis is often correctly done, but in many cases unintelligently. He adds :—

"Paraphrase is too often an attempt to reproduce every word by putting another in its place. The etymological question is not exactly answered. The candidates do not know the difference between the English and the foreign element. The word-building is generally competently performed. The sentences given to correct are often misapplied.

"The literature question was not likely to be anticipated, and still a few give the exact dates of the works cited in the last section. The first half is sometimes answered well—particularly in relation to Dickens."

Mr. Waddell :—

"I beg to submit a report upon 271 papers on English written by candidates at last Admission Examination.

"As a body, these papers are of fully average merit and possess the usual characteristics of such work.

"The composition, which includes a fair representation of all the prescribed subjects, is copious and flowing, but pretty often falls short in care, connexion, and point.

"The questions on parsing and analysis are creditably done. In the former branch the chief error, and a pretty frequent one, is the parsing of 'form' as a noun. In the latter there is a persistent recurrence of two defects; the noun and adjective clauses are not referred with sufficient accuracy to their *word* in the chief clause, but only to the clause at large; and no definition is given of the sentence as a whole after its component parts have been discussed.

"While the question on paraphrasing is well treated, one can readily observe in the papers traces of two opposing views on the object to be aimed at in the exercise. Many candidates supply a brief, sensible, synopsis of the general drift of the passage: the others think it their duty to give a faithful and detailed reproduction of all the separate phrases.

"The question on adjectives seems to have misled the candidates. Quite a number of them have answered it in a way which shows that they expected eight or ten marks for it; others have secured the two marks available by an answer of three or four lines. It has thus merely added a small constant quantity to the marks of all candidates.

"The answers on derivation, correction of sentences, and literary history all show sound knowledge combined with occasional startling freaks of error.

"The question on the force of certain suffixes has proved rather unsatisfactory in its results. Anyone can, by a slight appeal to his ingenuity, estimate pretty fairly what such suffixes mean in any given case; but what nine-tenths of the candidates put on paper is 'state or condition' after almost every one on the list."

Mr. Welsh:—

"English papers worked by 374 female candidates were submitted to me for revision. A large proportion of the candidates had been pupil-teachers, and had consequently been trained on the lines of the examination paper.

"The sections relating to parsing and analysis were the parts most successfully treated, although there were occasional instances of most unintelligent grasp of the passages set. The paraphrase was not a success, and a very large proportion of the essays, on one of four prescribed subjects, gave indication of very feeble power of composition. The derivations of words and the force of suffixes was tolerably well given, generally speaking, but some of the guesses hazarded had not even the merit of ingenuity.

"It was surprising how few were able to detect the inaccuracies in the simple sentences given for correction, and sometimes, when a correct rendering was given, the reasons assigned for the changes were wide of the mark. A great many gave no reason at all.

"Fair marks were obtained by many for knowledge of authors and the works in which certain characters occur."

Mr. Walker:—

School management. Males.

"All the papers of the male candidates, 271 in number, were sent to me for revision. On the whole they show a very fair knowledge of the subject, much of it, however, obtained not from actual experience but from text-books. The style of handwriting continues to improve, chiefly from the adoption of what is known as the Civil Service model. Errors in spelling are trivial and not numerous, the only persistent one being 'pronounciation.' Composition is somewhat loose, and most of the papers contain much irrelevant matter.

"The section in which answers were least satisfactory was the first, dealing with the recitation and the reading lesson of a senior class. The candidates did not seem to understand what is meant by 'teaching notes,' and in most cases dealt very inadequately with only a small portion of what came legitimately within the scope of the question. The explanation no doubt is that pupil-teachers generally have had very little experience in the teaching of senior classes. In many cases also the shortcoming was the result of pure ignorance of the events referred to in the passage from Macaulay and of the meaning of the extract from Milton.

"Only three attempted the kindergarten question, and they knew little about it, the obvious reason being that boys are seldom employed in infant schools.

"Section D.—mental arithmetic for Standard II. and a first lesson in compound subtraction—was not well done. It seems quite evident that mental arithmetic is not nearly so much practised as it ought to be. As to compound subtraction, there was much hazy statement about borrowing and lending, but great absence of common sense.

"Section H.—notes of lessons—was marked by the usual amount of vain repetition, following the lead of the text-books, which insist on an arrangement in three columns, and a constant use, and abuse, of the terms 'educe' and 'elicit,' generally written 'ellicit' and 'illicit.'

"One piece of advice, often given before by everyone who has had to do with the revision of these papers, has again to be repeated: Before attempting to answer a question read it carefully; take up all the points in it in order, and no others."

Mr. R. Calder:—

"The 383 papers on school management entrusted to me for revision were all worked by female candidates at three different training colleges.

"So far as a knowledge of the subject is concerned the papers are only of fair quality, but the penmanship is creditably good.

"As a rule the papers worked by candidates who have been pupil-teachers gain a higher average number of marks than those of candidates who have not been apprenticed; but, strange to say, the four or five papers gaining the lowest number of marks are written by pupil-teachers.

"In arranging the matter for a lesson the non-pupil-teachers generally do it very badly. They huddle a number of facts together without any proper

sequence or attempt to make one point lead up to the following. The pupil-teachers, as a rule, pay some attention to this.

"I have been much struck by the defective answering of the first question, which is the most important in the paper, so far as teaching is concerned. In it two passages are given, one from Milton's L'Allegro and another from Macaulay's Essay on Pitt, and the candidates are asked to show how they would give an advanced class a full understanding of the meaning, &c. of one of these passages. A considerable number of the candidates make no attempt to answer the question, and a still larger number who try it are satisfied with giving a few synonyms of single words as what they consider necessary to enable the pupils to understand a passage abounding in figures of speech and allusions of various kinds. Others, again, give a general statement about the teaching of reading or recitation without any reference to the passage specified for the lesson, and only a very few indeed give what can be considered a good answer. On the whole it is the worst answered question in the paper.

"I can only account for this by supposing that pupil-teachers during their apprenticeship are too much confined to the teaching of the lower classes, and have little or no opportunity given them of learning how to teach the upper classes of a school, or even to prepare lessons suitable for such classes. On the other hand, the 'notes of a lesson' for infant and junior classes are generally satisfactory both as to matter and form.

"In the grammatical section of the paper the explanation of the complex sentence is very feebly done by the great majority attempting it; and of those who take the alternative question on the order in which they would teach the parts of the verb, only a small proportion take them in a rational order or give their reasons for the sequence they propose to adopt, without which an answer is of very little value.

"In a first lesson on compound subtraction the process of 'borrowing' and 'paying back,' which is very generally adopted, is not explained to the class by more than two or three of the candidates.

"Another defect appearing in the papers is the tendency of some of the candidates to answer one question so profusely that they have neither time nor space for the proper treatment of the others. One candidate thus occupied half the available space of her paper with one answer (which after all did not gain more than half the marks allowed for a good answer), with the result that she could then only hurriedly answer two or three of the other seven questions."

Mr. Whyte:—

"The papers on school management sent me for revision are considerably below the level of those I examined last year. A few papers are of outstanding excellence, being models of what such papers should be alike as regards form and matter. They show the writers of them to have an intelligent grip of the principles underlying the subject, and a power of arranging their ideas in logical sequence, as well as a command of crisp forcible English in giving expression to them. After these there are some good or very fair papers, but fully one half of the candidates make a very indifferent appearance. They seem to have gone on teaching by rule of thumb without once giving a thought to the reasons for the methods pursued. Narrowness of view and lack of intelligence are all-pervading, and the extreme meagreness of the general reading of the candidates comes out in the deplorably weak attempts to explain the passages from Milton and Macaulay in the first section.

"The answers to questions in the other sections of the paper were in their own way equally convincing witnesses not only of the prevailing destitution of ideas in regard to the principles of teaching, but also of the need for wider general reading. A large number of the papers were disfigured by the most flagrant violation of the rules of syntax, and, as regards composition, would have been considered discreditable productions in the case of average 6th Standard children. It is noteworthy that in this subject, which might be considered the pupil-teachers' own domain, the papers written by non-pupil-teachers were a long way above the average not only in point of literary merit,

but also in knowledge of methods, and intelligent appreciation of the theories on which they are founded."

Mr. Munro :—

School management.

"Of the 374 papers sent me for revision three were blanks, the candidates having been absent.

"The maximum number of marks allowed for the paper was 75. The following table will show the average marks obtained :—

College.	Candidates.			Marks out of 75.	
	Pupil-Teachers.	Non-Pupil-Teachers.	Total.	Pupil-Teachers.	Non-Pupil-Teachers.
Aberdeen E. C.	85	17	102	38·4	37·3
Glasgow E. C.	258	11	269	36·9	27
Total	343	28	371	37·3	33·4

"The lowest mark is 12 per cent., the highest 90·7 per cent. Of the whole 371, as many as 198 fall below 50 per cent."

The following is a summary in a necessarily abridged form of Mr. Munro's further remarks on this subject :—

On the whole the results are not satisfactory. There is considerable weakness in general knowledge, composition, and spelling. Too often the candidates fail to appreciate the meaning of the questions. Their experience as pupil-teachers has, however, taught them the routine procedure of teaching, and many have made an effort to study some text-book on method. The object lessons were nearly always merely *verbal* lessons, and there were few attempts at realistic teaching, and not many were successful in showing what means they would take to secure interest in a lesson.

Mr. MacLeod :—

Geometry.

"The geometrical papers were up to the average of former years in point of merit. A few papers were very good or indeed excellent, and to balance those were quite as many papers, done by pupil-teachers, which were worthless. Perhaps there were fewer inaccuracies than usual in definitions, although serious blunders have not yet entirely disappeared from this part of the work. Careless work of that sort I fear can only point to careless instruction.

"Question 3 was to prove that two circles cannot touch in more than one point. The first two parcels which I examined contained several papers in which the question was attempted; but all the attempts were vitiated by the same form of fallacious demonstration and no marks were given for the proof. It was evident that copying was out of the question, and so many identical methods pointed to a common source of information. I resolved now to examine the text-books, and the first which I laid my hands on was Todhunter's edition, in which the 'proof' was exactly as reproduced by the candidates. It seemed to me now but fair that I should go over the papers of those parcels again and give full marks for that to which none were previously assigned, because it would hardly be fair to expect these young people to be critics in mathematics, or to blame them for being oblivious to the fallacy which imposed upon a Cambridge Don. What is more surprising to myself than Mr. Todhunter's erroneous demonstration is the character of his notes on the theorem which are as feeble as the demonstration.

"It seemed to me that the algebraic papers were above average in point of merit. The logical arrangement of the solutions was an indication of careful instruction. I regret, however, to find errors of a kind commented on by me in former reports, such as equating to zero fractional expressions whose numerator and denominator were equivalent, and expressing the value of an unknown quantity in terms of that unknown. The resolution of expression into factors was on the whole well done.

"Female candidates took the mathematical paper the first time this year. Several of them attempted the algebra alone, and scarcely one of them did even fairly well. Of those who attempted the whole paper, one got 70 per cent. of marks, one 60 per cent., one 56 per cent., one 49 per cent., two 40 per cent., a very few between 20 and 30 per cent., while the rest were worthless."

Mr. Black :—

"Of the 271 papers revised, 257 were worked by pupil-teachers, with the following results :— Arithmetic.

46 (18 per cent.)	gained	90 per cent. or more of the marks.	
90 (35 „)	„	from 70 to 89 per cent.	„
74 (29 „)	„	„ 50 to 69	„ „
33 (13 „)	„	„ 30 to 49	„ „
14 (5 „)	„	under 30	„ „

"Stated in less detail, 136 (or nearly 53 per cent. of the whole) made 70 per cent. or more of the total marks, while 47 (or 18 per cent. of the whole) made less than 50 per cent.

"A very satisfactory proportion of the candidates showed accurate and intelligent acquaintance with both principles and methods, and set down the work with commendable neatness, clearness, and brevity.

"Two errors in principle, which often appeared in papers otherwise of high merit occurred in the solution of Questions 9 and 11. In the former, the candidates after correctly finding the difference between 100*l.* invested in the 3 per cents. at 97½ and 100*l.* invested in the 3½ per cents. at 117, assumed that this difference in income emerged from the investment of 100*l.* (instead of 200*l.*), and brought out the total investment as half of what it should be. In the latter it was forgotten that the clock gained 5 minutes, not in 24 of its own hours, but in 24 true hours; that is, that the clock marked $24\frac{1}{1\frac{1}{2}}$ of its own hours before the gain of 5 minutes accrued.

"A much more serious error in principle occurred, not often certainly, but oftener than it should in connexion with Question 3, which was simply a variation of a problem with which one would have expected all the candidates to be familiar. And yet the unpardonable mistake was made of adding the time taken by each in doing a piece of work to arrive at the time taken by all when working together.

"Two defects in method, entailing unnecessary figuring and consequent liability to errors in computation, were also somewhat prominent. In Question 4 many found the price of each of the three quantities and added the three answers instead of simply adding the quantities and finding by a single calculation the price of the whole. In Question 12 again, while some worked the problem by means of a simple statement occupying a couple of lines, a considerable number filled from a half to a whole page with calculations embracing sums reaching hundreds of thousands in magnitude.

"With two or three exceptions the 14 candidates who had not been pupil-teachers did not, either in the marks gained or in the general quality and finish of the work, come up to the level of the pupil-teachers. Of the 14, seven scored 50 per cent. or more, and seven scored under 50 per cent."

Mr. Gall :—

"The papers sent to me for revision numbered 374 in all, and were worked by the candidates at Aberdeen and Glasgow E. C. Training Colleges.

"As a whole the exercises were written with much neatness, many of them being models in this respect. With regard to the subject itself they showed that the ground had been gone over, but with varying degrees of success.

"In Question 1, it was apparent that many did not know the force of the signs *of* and ÷, as they frequently linked the wrong terms together in working. In Question 12, the meaning of discount and how it is calculated, were not clearly understood. In Question 14, a large proportion failed to take note of the rise in price.

"The 1st, 2nd, and 8th questions were attempted by the largest number of candidates, the 5th and 11th by the fewest. While the questions were all within what might fairly be expected of such candidates, the maximum of marks was gained only by 14, a number which certainly cannot be considered large.

"One cause of loss of marks was inattention to the exact terms of the question. This was pretty common in the fourth and seventh sums, where frequently only partial answers were given. Many candidates failed to take advantage of *cancelling* in order to shorten the work, notably in the second and third questions; and in the array of unnecessary figures thus created, the chances of error were greatly increased.

"The methods adopted were occasionally somewhat cumbrous, and slips in computation were not so rare as one could wish. If I might be allowed to suggest, an easy paper in mental arithmetic might profitably be set. It would lead candidates to study short methods, and tend to greater accuracy in the use of the simple rules."

Mr. Miller:—

"The following analysis of a group of 85 papers from the Glasgow F. C. College describes very closely the quality of the papers generally. In this group of 85 papers, 18 are excellent, 36 are good, 22 are fair, and 9 fall below fair. This shows that the successful candidates will enter the various colleges fully abreast of the demands made upon them in this subject. The weak papers owe their weakness pretty equally to natural inability on the part of the candidates, together with a tendency to place too great reliance on the left-hand pages of the examination book. The most successful papers certainly were those in which a minimum of dependence was placed on elaborate calculations. Thus in a highly successful paper worked by a Greenock girl, the left-hand pages of the examination book contained only about a dozen figures, and these in connexion with one question only. A careful study of the problem had given her the key to a direct and easy solution. The advantage of this style of work was clearly shown in the papers from the Elgin centre which were accorded uniformly high values, and were prominent for clear arrangement and concise method. It is to be hoped that with the more common introduction of mental arithmetic into the every-day life of the public school, this method of work will become emphasised in the papers given in at future admission examinations. 'The following points may be noted:—*Question* 1.—'Work more entirely on right-hand side of book. Cancelling and clear 'arrangement thereby secured. *Question* 2.—Involved work through neglect 'of cancelling too common. Frequent loss of marks as a result. *Question* 3.—'An easy sum frequently made difficult by elaborate method. *Question* 4.—'Frequent loss of marks through failure to perceive real value of an answer 'sensibly reached. *Question* 12.—Part of question relating to Discount 'frequently bungled. *Question* 14.—Most of those attempting it failed to 'see that its accurate solution involved *three* distinct proportion sums. Full 'value rarely given.'"

Mr. Topping:—

"Of 387 papers in Arithmetic revised by me, 347 worked by pupil-teachers reached the average mark of 70 per cent., and 36 by non-pupil-teachers 55 per cent. One-fourth of the pupil-teachers gained 90 per cent. and upwards of the possible, while four-fifths have earned at least half marks. Though below this point there are many wretched papers, some with totals that do not even reach double figures, the general result must be considered satisfactory. The papers may be roughly divided into four lots. In the first the full number of sums is as a rule accurately worked with neat arrangement and intelligent method. Then follows a section where slight inaccuracy, some needlessly involved methods and clumsy working diminish the value of the papers. In

the next class, where the marks run from 50 to 60 per cent., a good many exercises are perfectly accurate, but the candidates have only attempted the problems with which they are familiar, and show no power of tackling anything lying out of their usual rut. This wise discretion is seldom found in the lowest division. Inaccuracy and faulty methods increase rapidly, and the work of correction is rendered difficult in too many cases by want of fulness and care in setting down the working, and neglect of the rule referring to the separating and distinct numbering of the different questions; with the result that these papers present a continuous mass of cramped and crowded figures, where not even the answers are conspicuous, and the amount of pencilling shows by what desperate efforts this unsatisfactory result has been achieved.

"Question VI. on proportionate parts, one of the most frequently selected, stands first in point of accuracy, Question IX. on division of labour, Question VIII. a problem in compound proportion, and Question III. which involves little more than simple proportion, rank next in frequency of choice, and meet with corresponding success. Question I. on fractions is incorrectly worked by half who attempt it; Question X. on per-centages secures only 25 per cent. of correct solutions, and Question XIV. on stocks falls to the very low level of 10 per cent."

Mr. Scougal:—

"The papers on Domestic Economy revised by me (374, from two Training Colleges) leave on one's mind the impression that most of the candidates possess a creditable amount of knowledge regarding the practical parts of the subject, but fail to do themselves justice in setting forth what they know. Domestic Economy.

"The three chief causes of loss of marks are *meagreness* or *incompleteness*, *vagueness*, and *slovenliness* in the answering. As has often been pointed out in these reports, if the candidates would only take a little time to think out and carefully arrange, *before beginning to write*, the 'heads' necessary for an answer exactly pertinent to the question, and methodically and clearly set forth, they would vastly improve the average quality of their work.

"Many of the 'directions' given as to cooking and washing (especially the former) were so indefinite and so incomplete as to be useless or even misleading to those who did not already know what had to be done.

"The best answered of the practical questions was that on the cleaning of walls, wood-work, and fire-irons.

"The theoretical and scientific parts of the subject are less satisfactorily dealt with. The section on the composition and functions of food was very seldom well answered, and a good many of the candidates—even those who had been pupil-teachers—did not try it at all. The same remarks apply to the part of Question B. 4 on the classification of the commoner kinds of fish 'according to their *composition*'—a term that seems to have been seldom understood."

Dr. Smith:—

"The papers on Domestic Economy were on the whole well done. The style and general execution were much above those of previous years. There was also a greater air of freshness about the papers, the answers being less mechanical than hitherto. The greatest variety in answering occurred in the first question."

Dr. Dey:—

"There was not in the answers much that was absolutely wrong, but there was considerable variety of development in the information of the competitors. In many cases the knowledge seemed very much theoretical and bookish. Sentences and paragraphs were quoted from text-books without comment or apparent appreciation. Elaboration is not to be expected in an examination paper, but a few smart and intelligent asides impress the examiner with the thoroughness of the candidates' attainments. Theory and scientific analysis and composition are good, and not difficult of attainment from books, but the finishing touches that imply observation, neatness, taste, handiness, and trained intelligence are not so lightly come by. One could not help thinking

that the meat prepared by some of these amateurs would be wanting in relish, and that in an emergency their efforts would be confined to the endeavour to recall the sentences in the text-book bearing on the case."

Mr. Bathgate :—

Geography.

"The writers of these papers have presumably been increased, how far I cannot tell, by an influx of pupil-teachers who simply wish to complete their course, and would not otherwise have presented themselves as candidates for admission. It may also be said that the paper set is comprehensive and searching, requiring in the answers, intelligent arrangement and detailed information. In these circumstances, if the exemption mark be fixed at 25 out of 50 possible marks, the majority of the candidates fail to reach this standard. I revised 469 papers, and of these 267 get less than 25 marks. I may add that 183 got less than 20 marks. I must say that I think candidates getting less than 25 marks might profitably continue their studies in geography. If, on the other hand, marks below 25 entailed failure instead of continued study, a reconsideration of the mark might be desirable. In any case I bring the figures under the notice of their Lordships.

"The papers coming from three colleges are of all degrees of merit. The candidates at the Edinburgh Free Church College secure the highest proportion of passes. Those at the Glasgow F. C. College are a little behind them, while those presenting themselves at the Aberdeen F. C. College are decidedly inferior. Among the northern candidates there is a somewhat greater proportion of non-pupil-teachers, but the papers of the pupil-teachers are generally neat, and stiff in style, containing comparatively meagre information.

"As I remarked last year, a number of candidates fail to do themselves justice in a paper of an hour and a half, as they do two maps with unnecessary details (*e.g.*, numerous lines of latitude and longitude in a sketch map), and leave themselves little time for anything else. This difficulty in a competitive test arises no doubt from a want of uniform preparation for such examinations.

"Generally the map-drawing is pretty good, and often very good. But the colonial maps are much inferior to the European, and, as a previous examiner pointed out, they are often absurdly small. In the map of England the watersheds are badly placed. River and mountains are not correlated, and seem to be put down largely from the recollection of frequent casual inspection of the map.

"The other questions do not call for much remark. The shipping intelligence question proves a stumbling block. The majority of the candidates, even the best, lose three or four marks by failing to notice whether the foreign port is the starting point or the destination of the voyage, and by giving the probable cargo as if it were always the former. Careless reading of the fifth question also gives rise to a good many attempts to indicate 'British and German spheres of influence' without definite reference to 'Eastern Central Africa.'

"On the whole the papers exhibit all the excellencies and defects of a system where the tuition of the individual pupil-teacher is largely a matter of accident. It is however unfortunate that while the well-trained count on the staff for a certain number, the ill-trained count for just as many."

Mr. King :—

"I received for revision 466 geography papers, written by female candidates, and it is not too much to say that scarcely one set of answers in four is satisfactory.

"There appear to be two special reasons for the low average of marks attained. The one is that this is the first time that all pupil-teachers at the end of their apprenticeship have been obliged to come up for this examination, whether they desire to enter the Training Colleges or not, and there is therefore this year a larger proportion of weaklings than formerly. The other is that the paper has been made more severe, in order that the prizes offered by the Royal Geographical Society may be decided by the marks earned. More knowledge of detail and more general information than formerly are required to answer the questions, and as some of them (the sixth especially) have been

put in a novel form, a greater demand has been made on the intelligence (not always highly developed) of the female pupil-teacher. In consequence, some of them seem to have lost their heads through examination fright, and have not done themselves justice. If this is not so, the instruction which these girls have received in geography leaves a great deal to be desired.

Many do not attempt more than three or four questions. While ignorance was the cause of this in many cases, it was also due not unfrequently to injudicious use of the time allowed. Many candidates wasted their time in the unnecessary elaboration of their sketch maps. They multiply the outlines, shade with coloured pencils, put in lines of latitude and longitude, insert names of capes and other details not asked for, all, of course, without gaining an additional mark, and in consequence the other questions have to be hurried over or left untouched. I have to repeat my protest of last year against the very small scale on which many of the maps are drawn. Each map should occupy at least half of a sheet of foolscap. Further, each question should be commenced on a fresh page.

"I do not think I have ever seen worse spelling than on the present occasion. The word 'Pyrenees' was spelt in twenty different ways, of which 'Perinnese' was one. 'Novia Scotia' and 'meridan' were very common, and 'Woolich' and 'Norich' still find much favour. Undoubtedly there is great room for improvement not only in their knowledge of geography, but also in the spelling and composition of many of these girls."

Mr. Binnie:—

"I had 463 papers to revise. The paper contained eight questions and not more than five were to be answered. An hour and a half was allowed for the paper, and judging from some of the best filled papers the time allowed did not appear to be too much. The first four questions asked for a sketch map to show watersheds, rivers, and positions of six towns. The map most frequently attempted was the first, viz., England south of a line drawn from the Wash to the mouth of the Severn. The manner in which this question was answered was generally an index of what the rest of the paper was like. The second question asked for a map of Spain and Portugal. Usually a fair outline was given, but the watersheds and rivers were often very vaguely shown. The different varieties of climate in the Peninsula were also to be accounted for, and this part of the question was generally well done. The question on the Dominion of Canada brought out a good deal of ignorance of the nature of the Government of that country. Some made it an independent republic, and others put it under the United States Government. The question about the lakes in East Central Africa and the British and German spheres of influence was seldom well answered. The teaching of this part of the map of Africa appeared to be a good deal behind the latest discoveries and settlements in the region. Question No. 6, an excerpt from the shipping intelligence, is a new kind of question and a very testing one. It would have been better answered if more attention had been paid to the terms of the question. In most papers the cargo *homeward* was given, though the *outward* cargo was the one referred to in the question. The definition of latitude and longitude asked for in Question 7 was usually correctly given in a simple way, but the second part of the question about places having corresponding degrees of latitude was too often a mere guess, especially as between the eastern and western hemispheres. A voyage from Calcutta to Melbourne *viâ* Singapore, though a simple enough question, was seldom well answered. Here, again, the candidates too often failed to note the terms of the question.

"The general impression I had after finishing the reading of the papers was that whilst a large number of the candidates were evidently well prepared in the subject of geography, there were also a very considerable number, especially amongst the girls, who appeared to be very badly prepared."

Mr. Muir:—

"What strikes one in many of these papers is not so much paucity of facts combined with crudity of expression, as confusion of ideas and disproportionateness in setting down what is known. History.

"*Question* 1.—Elaborate accounts of Thomas Becket are given, but too often the points at issue between him and the king are slurred over.

"In *Question* 3, Sir Thomas More has been a stumbling-block to many. He is confounded with Tom Moore and Sir John Moore, also—not so intelligible—with Wolfe and Strafford.

"Rather confused accounts are given of the invasions of Scotland in the early part of the reign of Queen Mary.

"*Question* 5.—Often lengthened and pretty accurate lists—with dates—are given, but there is apt to be a want of classification.

"Several very good explanations are given of the circumstances which brought about the union between England and Scotland and of the conditions thereof.

"The accounts of the reform bills of the present century are to a great extent very unsatisfactory. Answers are vague or positively inaccurate.

"Pupil-teachers should know better than to refer to 'the rite of voting' or the 'wright of voting.' Though spelling is, I understand, tested by a special exercise, I hope I am not out of order in referring to the large number of errors therein found in the papers that I revised. It is surely not sufficient that teachers should spell correctly in a special exercise when they are on their guard.

"On the whole the papers show that though our pupil-teachers are crammed with facts, there is something wrong in the way in which their minds are trained. It is no wonder that the teaching of history is too often a sham and the examination therein a weariness of spirit to all concerned.

"Yet I cannot agree with those of my colleagues who would have history excluded from the school curriculum. It should be more interesting to the average child than science, and there is a moral element in it which is not in science."

Mr. Andrew:—

"I received 463 papers for revision, 271 worked by male, and 192 by fem candidates.

"The papers are, on the whole, of average quality, and in view of the wide field which has to be mastered, and the conditions under which pupil-teachers have to study, are, perhaps, as good as can be looked for. The question which is most accurately answered in the ease of nearly all the bundles of exercises from the different colleges is the 7th regarding the circumstances which led to the Union of the Parliament of Scotland with that of England, and the question attempted in general with least success is the 6th regarding the circumstances which led to the English Revolution."

Mr. Struthers:—

"Inevitably with such a large number of candidates there are many weak papers, but of the great majority it may be affirmed that they show a really satisfactory knowledge of the general course of British History. The field to be covered is much too wide to allow of cram, and in view of this circumstance it must be said that in the average paper the statement of fact is remarkably accurate, while very many papers show a surprising fulness of detail.

"As it is extremely probable that this will prove to be the final examination in history for very many of the candidates—for most of those at least who succeed in obtaining admission to the training colleges—it is important to consider whether the present papers give evidence of historical equipment sufficient for the teaching of the subject in elementary schools. On the whole, they may be said to show that the bulk of the candidates are in a position to enter upon the study of any special period with a due sense of perspective and adequate general knowledge of the events which precede or follow. But such subsequent study will be necessary. It may even be said that no amount of special study in the training college will absolve the teacher from the duty of re-reading at the time, in much fuller detail than is to be found in the ordinary class-books, the special period which is being taken up by his class.

As it is, I too frequently find in the ordinary course of inspection that this duty has been obviously neglected.

"Questions 1 and 3 were favourites. The murder of Becket and the picturesque career of Perkin Warbeck seem to indicate the kind of events which impress themselves most on the memory of the students. The questions as to the Revolution and the Union of the Parliaments were also well answered. In Question 8, on the other hand, the candidates usually attempted to give the exact amount of the varying Franchise qualifications, but too frequently the statements made were absolutely improbable. The answers to Question 5 brought out what is the real weakness of most of the candidates. Very few seem to have much power of grouping facts on any other than the chronological principle; most contented themselves with a dated list of events in the reign, and where any classification was attempted, the principle applied was a purely arbitrary and external one."

Mr. Dunn:—

"So far as regards the prescribed work, the papers give evidence as a rule of conscientious work. Latin.

"The attempts to render the unseen passage were as a rule disastrous, and suggest two obvious remarks. First: the reading of *ad aperturam* extracts should form an essential part of the preparation for this examination, and should indeed be regarded as more important than the mastery of a certain amount of prescribed work. Second: it should be impressed upon pupil-teachers that nonsense in English cannot possibly be a translation of a Latin passage; that it is a species of intellectual dishonesty to guess at the meaning when doubtfully guided by a knowledge of a few detached words; and that this will-o'-the-wisp floundering is a pure waste of time as far as marks go.

"In many cases there was not even a stray gleam of intelligence in the attempts to render the unseen passage; and the weariness and irritation produced by reading such a meaningless congeries of words may be imagined.

"I hope the teachers who read these remarks will warn their pupils against the pernicious habit.

"The accidence was on the whole creditable, but syntax requires much more attention. The sequence of tenses and the treatment of the noun clause were points specially defective.

"The Greek papers presented greater diversity than the Latin. Some very good papers were handed in, showing no inconsiderable acquaintance with both accidence and syntax; but in many cases the knowledge possessed by the candidates was too meagre to justify their attempting the paper." Greek.

Mr. Waddell:—

"I beg to submit a report upon 76 papers on German written by candidates at the late Admission Examination. German.

"They vary extremely in point of merit; some securing almost full marks, others hardly deserving any. The candidates seem to fall into three groups—those who have confined their study chiefly to translation, those who have devoted themselves specially to conversational grammars, and those who have not neglected either side of the subject. Of the two former groups, each betrays painful ignorance when it ventures away from its peculiar ground. The last group alone ought to have taken the paper.

"A considerable number of the candidates write parts of their answers in the German character. This is a very proper thing to attempt; but their first duty, if they attempt it, is to aim consistently at clearness of form. Sometimes they make their German characters as carelessly as their English ones, which is saying a good deal."

Mr. Harvey:—

"The papers revised by me this year show an improvement on those of former years. French.

"While this is the case, the general level of attainment is certainly not more than fair. The questions were by no means difficult, and anything less than

50 marks out of the attainable 80 must be considered disappointing. A large majority of the candidates failed to reach this standard. The non pupil-teachers are so few (except perhaps at the Aberdeen centre) that they hardly require to be taken into account. This points to the fact that places in the normal colleges are becoming more and more monopolised by pupil-teachers, and that non pupil-teachers recognise the hopelessness of competing. It may be safely inferred that with the exception of pupil-teachers in some of the large town schools—notably in Glasgow—instruction in French is defective. It seems advisable that all female candidates for pupil teachership should be required to pass 3rd stage French before admission, and during their apprenticeship should be thoroughly tested each year to see if they are making suitable progress in the language.

"The papers set to pupil-teachers at the yearly examinations are over-loaded. It is most important for female teachers to have a competent knowledge on one language in addition to their own, and French seems to be the most suitable. In some cases town pupil-teachers make a very disappointing appearance; this is inexcusable, as thorough instruction is quite within their reach. Headmasters in the country have not always sufficient knowledge to teach French; in such cases school managers should provide some other means of instruction for their pupil-teachers. The central system of teaching foreign languages (when attainable) is far the best. The so-called tuition in some of the schools, whether it be from want of time, knowledge or inclination, must be perfunctory and almost worthless.

"In order to teach French, a sound knowledge of the grammar of the language is required. It is a very common delusion that French is easy to learn. So far as grammar and pronunciation are concerned, the reverse is the case. To secure proficiency, hard study for several years is requisite."

Mr. Fraser;—

French. "I received in all 541 papers, of which about 500 were worked by female candidates.

"In one of the passages set for translation into English the conversational element predominated; the other was in the form of a short narrative. The usual mistakes were made, some being due to a limited range of vocabulary, others to unfamiliarity with ordinary French idioms. A prominent defect even in a great proportion of good papers was a slavish adherence to a word-for-word translation. The simple rule that a literal translation must be departed from when the resultant expression is not English, does not seem to be sufficiently grasped by many of the candidates. The repeated occurrence of such sentences as 'this discourse is not of (*de*) your taste,' 'do you not think that like me (*cela comme moi*),' 'he *made* all the campaign,' may be submitted as evidence of this statement. It was curious to find *fou* almost universally translated by 'fool,' and *un sous-lieutenant maladif* by 'a sick (*or* an unwell) sub-lieutenant.'

"Parsing was well enough done. How is it, however, that so many candidates are still ignorant of the expression 'principal parts' (of the verb)? Information that could be imparted in a single line occupies in many papers a whole page, although every respectable grammar restricts the number of 'principal parts' to five.

"The last two questions served as a very fair test of the accuracy with which the candidates have been grounded in accidence and elementary syntax. The English sentences set for translation into French proved to be the crux of the whole paper. Many of the candidates, of course, did well, but the impression left by a review of all the papers is a somewhat unfavourable one. In not a few cases the papers revealed an ignorance of the difference between French and English turns of expression that was quite phenomenal. The terminations of the parts of simple verbs were often spelt incorrectly.

"I may state that of the 541 papers examined by me, 222 received 50 per cent. and upwards of full marks.

"I received in all 46 papers, of which 19 were worked by male candidates. Twenty-five, or more than half of the candidates, cleared 50 per cent. and upwards of full marks. These are distributed over the different centres as follows:— Gaelic.

Centre.	Candidates.		Number credited with 50 per cent. and upwards.	
	Males.	Females.	Males.	Females.
Edinburgh F.C. - - -	1	1	1	0
Glasgow C.S. - - -	1	3	1	0
„ F.C. - - -	3	8	3	4
Aberdeen C.S. - - -	—	1	—	1
„ F.C. - - -	1	1	0	1
Inverness - - -	6	8	4	1
Oban - - - -	3	3	3	2
Stornoway - - -	4	1	3	1
Wick - - - -	—	1	—	0
Total - - -	19	27	15	10

"The best paper comes from a Stornoway lad (88 per cent.). Spelling is still defective, even in good papers. When it is not purely phonetic it is inaccurate and confusing. The grammar of the subject is also too much neglected, especially by female candidates. The last question on the paper—What is the case governed by the infinitive .....?—which lies on the threshold of Gaelic syntax, and ought to be a commonplace of elementary teaching, was bungled by a majority of the candidates. Parsing was modelled too much on the English system. Thus, the aspiration in *mhiann* was not explained, and the case governed by prepositions was said to be the objective.

"The scriptural passage set for translation into English was selected less frequently than the alternative one, and was not so well done. One or two of the translations, however, were almost perfect, and in general this part of the paper was attacked with much success. It was rather amusing and suggestive to find one candidate (whose translation was good) ignorant apparently of the Gaelic word for *gold*.

"Several of the candidates attempted only the translating into English, and did not make very much of it. On the other hand, for free, accurate, and idiomatic rendering into English more than one paper deserves high commendation."

Mr. W. Calder:—

"Seven hundred and one papers in dictation and penmanship were sent to me for revision; 271 being written by male and 430 by female candidates. Dictation and penmanship.

"As the candidates this year include not only those who are competing for admission to a training college, but also those who are merely endeavouring to pass their last examination as a pupil-teacher, a fair comparison of the papers with the results of former years cannot rightly be drawn.

"In dictation 338 were correct and 172 had one error. The passage prescribed was generally clearly and legibly written.

"In penmanship the remarks I made last year apply equally this year. Capital letters, as a rule, are not well made. I divide the papers as follows:—

	E.	E.G.	G.	F.G.	F.	F.M.	M.	Total.
"Text - -	2	17	79	290	284	27	2	701
"Small-hand -	0	11	66	330	289	5	0	701."

Mr. Craigie :—

"*Dictation.*—The papers entrusted to me for revision consisted of 696 on dictation and penmanship written by female candidates at nine different centres. The piece set for dictation did not contain many difficult or testing words, consequently with very few exceptions the results in spelling were very good. About 43 per cent. of the whole papers were correct; 26 per cent. had one error; 15 per cent. had two errors; and 8 per cent. had three errors; leaving only 8 per cent. with more than three errors. The highest results among the papers revised by me were those written by the candidates at the Edinburgh C. of S. Training College, where 50 per cent. were correct; those at Aberdeen C. of S. coming second with 46 per cent. The weakest were those at the Aberdeen F.C., where only 31 per cent. were correct.

"*Penmanship.*—This branch, as shown by the general character of the exercises written as specimens of copy setting, does not yet receive that amount of attention its importance demands. An increasing number adopt the Civil Service style of writing, and these, as a rule, are the most carefully executed specimens in regard to regularity, taste, and legibility. The reason for this is, in my opinion, not far to seek. This style of penmanship, which seems to be much in favour at present, has a distinctive feature of its own, and is difficult of acquirement, in fact cannot be successfully acquired without teaching, and herein lies the whole secret of its success. It is taught; and if any other style received the same amount of careful teaching, the outcome, I have no doubt, would be quite as gratifying.

"I have again to call attention to the persistent breach of the printed regulations at the top of the papers. The candidates are distinctly told that double lines are not permissible in the large-hand writing test, but in spite of this at some of the centres the rule seems to be to use double lines."

Mr. Gunn :—

Music. "The papers sent me for revision were those wrought by the female candidates examined at Edinburgh C.S., Glasgow C.S., Aberdeen C.S., and Aberdeen F.C. Training Colleges, and at the Inverness, Elgin, Wick, Oban, and Stornoway centres.

"Of the 695 papers received, 687 were worked and 8 marked either 'not attempted' or 'absent.' Of the 687 worked papers, 405 were in staff notation and 282 in tonic sol-fa. In the Glasgow College the usual preference for sol-fa is shown, two thirds of the papers being in that notation, while in the Edinburgh College only one seventh of them are so. In the Aberdeen Free Church College rather more than one half of the candidates prefer the sol-fa notation, while in the Church of Scotland College in the same district curiously enough only one in six selects that notation. Out of the 55 papers from the minor centres 30 are in staff notation.

"The general level of the work is pretty good, the average per-centage of marks earned being 63. In the staff notation papers this per-centage reaches 68, and in the others 56. This difference is largely due to the superiority of the best papers in the staff notation as compared with the best in the sol-fa; as 20 of the former and only 1 of the latter reach full value, and 25 per cent. of the former reach 90 per cent., as compared with 4 per cent. of the latter. The proportion of papers falling below 25 per cent. is nearly the same in both notations.

"In the staff notation papers the most frequent errors were those connected with the use of sharps and flats, such as writing these signs after the note, or on a different line or space from the note itself; writing them in the wrong order or on the wrong octave in key signatures; and using a sharp to raise a flattened note, or a single sharp to raise a sharpened one. In the tonic sol-fa papers very few, probably not more than 2 per cent., had the transition in Question 3 correctly written on the 'better method,' and the question as to the relative pitch of certain notes in specified keys was after that the most fruitful source of blunders.

"The general criticism suggested by the revision of these papers is that the candidates possess on the whole a competent knowledge of musical notation for the purposes of singing or playing from notes, so far as the scope of this examination extends, and understand the meaning of the various symbols when presented to them, but that they have not sufficient practice in *writing* music to prevent their falling into serious errors, or using impossible and meaningless combinations. This was perhaps specially suggested by the tonic sol-fa papers, but the type of defect is common to both notations. Thus a large proportion of the candidates taking the sol-fa papers were no doubt able to sing a passage containing a transition to the first sharp key, for example, but when asked to rewrite one a surprisingly large number took it to mean writing each note a semitone higher; while, as regards the simple exercise in time in Question 1, too many have failed to observe that no continuation line is necessary for a quarter-pulse.

"It is impossible to compare the work of those who have been pupil-teachers with that of the others, as the cover of the music exercise-book does not afford this information regarding the candidates."

Mr. Crombie:—

"The music papers revised by me were those worked by the 209 male candidates at all the centres of examination, and by the 431 female candidates at the Edinburgh centres, and at the Glasgow F.C. College. Out of the 700 candidates of both sexes 299 took the old notation, 388 the new, and 13 did not attempt the paper. The choice of notation seems to depend to a considerable extent upon locality. The great majority of the candidates at the Glasgow centres have chosen the new notation; at the Edinburgh centres the reverse is the case. The only exception, indeed, occurs in the case of the male candidates examined at the Edinburgh F.C. College, where 24 out of a total of 39 have taken the new notation.

"The quality of the work cannot be said to be very high. In the old notation the total average per-centage of full marks gained is 70·7, which can only be regarded as fairly satisfactory when the very elementary character of the knowledge required is born in mind. Yet this per-centage is fully 10 per cent. better than that (59 per cent.) obtained in the new notation. The male candidates at the Edinburgh F.C. College gained the highest per-centage in both notations, viz., 83·3 in the old and 63·1 in the new. Out of the 299 papers of the old notation 23 gained full marks, and 162 obtained upwards of 75 per cent. In the new notation only six gained full marks, 95 obtained 75 per cent. or over, and 287 less than 75 per cent.

"In both notations questions dealing with the ordinary note and time nomenclature and with musical terms were generally correctly answered. In these branches upwards of 80 per cent. of full marks was awarded. On the other hand, questions in the old notation upon intervals and minor key signatures were but indifferently answered, obtaining over all 56 and 59 per cent. respectively of full marks. The least satisfactory work, however, appeared in the attempts to answer the third and fourth questions of the sol-fa paper. Question 3 was a simple exercise to test the candidates' knowledge of transition into the first sharp related key. Only 19 per cent. of full marks was obtained on the average. In Question 4, which dealt with the absolute pitch of notes in different keys, 42 per cent. of full marks was obtained.

"From the foregoing analysis of the work of these candidates the following conclusions may be drawn:—(1.) The candidates on the whole possess a very satisfactory knowledge of the ordinary note and time notation, and of musical terms. (2.) Intervals and minor key signatures require more attention from those studying the old notation. (3.) Transition and absolute pitch are branches of the subject which have been largely overlooked by the sol-faists, and should, therefore, receive the especial attention of those supervising the studies of pupil-teachers."

The following table furnishes statistics regarding the male candidates for admission who passed with credit in the four university subjects. For purposes of comparison the corresponding results for 1892 are also given :—

I.

	1892.	1893.
Total number examined for admission	251	270
„ „ passed „	210	212
Number passed in Latin, Greek, Mathematics, or School Management, qualified for university	77	49
Number passed in four subjects	1	3
„ „ in three subjects	10	15
„ „ in two subjects	34	21
„ „ in one subject	32	10
Passes in Latin	38	33
„ Greek	8	5
„ Mathematics	68	45
„ School Management	20	26
Total number of passes	134	109

In addition, 27 female candidates passed with credit in School Management, and 2 in Mathematics.

The following table shows the extent to which the university subjects are represented in the training colleges :—

II.

Name of College.	1892. Passed in Latin.	Greek.	Mathematics.	School Management.	Total Passes.	Total No. passed in Subjects.	1893. Passed in Latin.	Greek.	Mathematics.	School Management.	Total Passes.	Total No. passed in Subjects.
Edinburgh Church of Scotland.	9	1	14	4	28	16	8	—	11	7	26	13
„ Free Church	4	3	9	4	20	11	6	1	7	4	18	8
Glasgow Church of Scotland.	8	—	14	1	23	16	9	2	14	8	33	14
„ Free Church	11	2	22	7	42	24	6	2	8	4	20	9
Aberdeen Church of Scotland.	4	1	4	2	11	5	3	—	3	1	7	3
„ Free Church	2	1	5	2	10	5	1	—	2	2	5	2
Totals	38	8	68	20	134	77	33	5	45	26	109	49

Christmas Examination.

The reports by the revisers of the certificate examination papers are in many respects similar to those of former years. In school management the questions on registration are on the whole well answered, but the specimens of time-tables are not very satisfactory. The prescribed work has been carefully prepared, but thinking power is imperfectly developed. There is too much monotonous reiteration by student after student of common places from notes taken at lectures or text-books. The reports on arithmetic, algebra, and geometry are generally very favourable. Except by acting teachers, arithmetic and algebra are satisfactory. In geometry the book work is very good, and deductions creditable. The students generally do well in history, but a considerable number, though accurate in knowledge of facts, are weak in intelligent grasp and thoughtful arrangement. The papers of the acting teachers are inferior, but the Roman Catholic candidates show to greater advantage in this subject than formerly. The prescribed subjects in English have been carefully studied. Composition is variously reported on as being in one set of papers of more than average merit, and in others as being the least satisfactory subject. In geography and physiography, the former is on the whole poor, and maps are too small, the latter very good. The explanation of this is that practically all students take physiography as a science subject, and have carefully studied it. To remedy this weakness in geography it is intended in future to make it bulk more largely than physiography in respect of questions and marks. In Latin the first year's papers are reported as exceedingly good, those of the second year good in Horace, but somewhat poor in the prose passage, historical allusions and composition, with some weakness in syntax. In Greek the prescribed work was uniformly good, unseen work very poor. The verb and accidence generally need attention. In French there is great diversity of merit, but on the whole improvement. Some should not have attempted the paper. The translation from French is on the whole accurate, but the English is often far from idiomatic. Translation from English into French is generally poor. The papers in domestic economy are generally good, those of acting teachers showing decided improvement. A good many papers indicate text-book cram rather than practical knowledge. In political economy the impress of the individual teacher was evident. There was great equality of merit in the papers of students in the same college. The subject generally had been carefully studied. The reports on penmanship and dictation are satisfactory.

Male Students.

Mr. Barrie:—

English. Second year.

"The composition was, on the whole, very fair, but there seemed to me to be fewer essays of outstanding merit than there were last year. Procrastination was the favourite subject, and there was a general tendency to treat it as if it were synonymous with delay, and to give a free paraphrase of Bacon's essay 'of delays.' Some very good essays, however, were written on this subject as well as on 'habit.'

"The metrical tests were fairly stated, and most of the students gave a creditable characterization of Bassanio or Constance. In very few cases were the quotations even approximately correct.

"Questions 3 and 4 on the subject matter of the plays were answered well, and the same may be said of the three questions on Bacon's Essays, although few of the candidates were able to complete the quotations in Question 6.

"Most of the candidates attempted a critical estimate of Tennyson with fairly satisfactory results, and Question 9 was generally answered well.

"In many very good papers three or four important questions were hurriedly answered on the last page in consequence of an undue proportion of time and space having been given to Questions 1 and 2.

First year.

"The composition was of more than average merit, but in many of the essays on 'A Religious Pilgrimage,' and 'Great Men,' there was little originality and too much of Chaucer or Emerson.

"Analysis and parsing were very well done as a rule, but a surprisingly large number made 'wife,' in 'his wife who wins me,' the antecedent to 'who.' The question on inflections was very fairly answered, but less fully than could have been desired.

"The answers to Questions 3, 4, and 5 showed that the Prologue had been very carefully studied in all the colleges. The sketches of Chaucer's portraits were often remarkably good.

"The quotations from Emerson were in most cases assigned to the proper 'representative men,' but the exact meaning and the fitness of the application were less satisfactorily dealt with.

"The last question—on the characteristics of Emerson's prose—was very well answered by many, and very fairly by most."

Mr. Scougal:—

School management. Second year.

"*Section A.*—1. The first two questions of this section, (*a*) and (*b*), dealt with registration; and the answering on this subject was generally satisfactory, showing decided improvement since last year.

"The third question, (*c*)—to write out a time table—of this section was, as a rule, very poorly answered by the students. It was more satisfactorily dealt with, over all, by the acting teachers and the graduates. Many of the candidates made no attempt to answer it.

"I must say that I sympathise with the many candidates who this year wrote on their time-tables, '*No time to complete this.*' The proper construction of a complete time-table for a mixed school of 160 children of all grades from Infants to Ex-VI.—especially when, as here, this time-table has to meet specified conditions of staff and curriculum—is a matter demanding so much thought, labour, and time, that it cannot get justice done to it by either the examinee or the examiner if it is set as only one-third part of one section out of six—or approximately, one-eighteenth of the whole—in a three hours' paper.

"Neither of the questions in *Section B.* (*B.*—1. on *Comparison and Contrast*; *B.*—2. on *Reasoning by Analogy*) was, as a rule, well answered by the students. Explanation of these mental processes was generally either hazy or inaccurate, and consequently, the demonstrations or exemplifications given of their uses in teaching were for the most part little to the point. On these two questions a decidedly higher average of marks was gained by the graduates.

"In *Section C.*, the second question (*C.*—5., on *Kindness to the Lower Animals*) was the one chosen by the great majority of the candidates, and by most of them sensible and very satisfactory answers were given. The other question of this section was avoided by most and was satisfactorily answered by very few.

"*Section D.* was, over all, the best answered section of the paper, especially as regards the question (*D.*—7.) on *Arterial Bleeding and its Treatment*, which was the favourite in this section. The subject of *Schoolroom Ventilation* (*D.*—6.) was not so successfully dealt with; yet on it also there were not a few well-informed and sensibly practical answers.

"The *Full Notes of a Lesson* continue to stand out as decidedly the least satisfactory part of the papers. Much the worst notes in average quality were those on *The Shape of the Earth*; and yet this was, unfortunately, much the most popular of the three subjects set. Detailed criticism of these *notes* is unnecessary here; but it may be worth while to call attention to the fact that comparatively very few of the writers of them showed any consciousness of the ambiguity, and to children the misleadingness, of the term 'round' as a definition of *shape*.

"The next subject in order of popularity was *A First Lesson on the Decimal Point, &c.*, and on it, perhaps, the best average of marks was reached, there being indications that in two of the colleges at least this detail of method had received some special attention. Although the third subject—*A Limited Monarchy*—was the least popular, yet some of the *notes* on it gained the highest marks that were awarded. Some of the lessons on this subject were very good indeed; and here again a fair proportion of the graduates came well to the front.

"The revision of these papers leaves on one's mind two main impressions; first, that the subjects of examination prescribed in the Syllabus have undoubtedly received careful attention at the training colleges; but second, that the students, taken over all, do not possess or are not encouraged to develop much individual and independent thinking power. In each college there are only a very few students who show signs of having devoted personal thought to the problems set before them in the questions of the paper that deal with details of method in the teaching of the ordinary subjects. As one goes through the papers from any given college one finds that, with a wearisome monotony of idea and even of phraseology, student after student spends undue time and space upon elaborately reproducing from notes of college lectures or from the text-book used, a lot of elementary commonplaces that might almost have been taken for granted or that, at any rate, should have been stated with the utmost possible succinctness, and that the really testing part of the question—such as *give your reasons* . . . . . *from your explanation deduce the rule* . . . . . *what plan would you adopt?* . . . . . is then dealt with in the most perfunctory manner. School management. First year.

"I cannot help thinking that if the first year students are to be examined by the Department at all—and for this there does not seem to be any absolute need—there would be great gain in to a considerable extent transposing the work prescribed for the respective years, giving to the first year students much of the work at present set down for the second year, and postponing questions on the details of method until the students have had their mental horizon widened by some acquaintance with Psychology and the laws of thought. The existing arrangement makes the first year's training college work far too much a mere repetition of the pupil-teacher course. A break from this latter narrow and empirical course, and the lifting of the ex-pupil-teacher into something of a more academic atmosphere and a more philosophic view of the scientific bases of educational method, would, I cannot but think, lead to his taking thereafter a much more intelligent and profitable interest in the details of methods of instruction.

"*Section A.*—1. The required *Notes of Explanation* on a passage of nine lines from the beginning of Thomson's 'Winter' were well done by a few of the candidates, on the whole creditably done by the majority of those who chose this question (about one-third of the whole). It was chosen, however, by some who did not in the least understand the passage. For example: one student began his explanation of the 'meaning' as follows:—'The whole 'passage refers to the time when the universe was in the power of mytho-'logical monsters, [presumably *Capricorn, Aquarius,* &c.], and the natural 'order of events was completely changed.'

"The *Full Notes of a Lesson* (*Section A.*—2., alternative to the foregoing) were, as in former years, much the least satisfactory part of the papers."

Mr. Lobban:—

"One student obtained full marks, and a few others were within a very little of doing the same. On the whole, however, there was considerable room for improvement. The definitions were often vague. Very few were able to give a convincing proof of the formula $N = \frac{\lfloor n}{\lfloor p \lfloor q \lfloor r}$, and the co-efficient of x^p in the expansion of $\frac{1}{(1-x)^2}$ was seldom found. The last problem in mensuration was correctly solved by a very limited number of students. The results in arithmetic were much better." Algebra, &c. Second year.

Mr. Macleod:—

First year. "There were some students who obtained but a low per-centage of marks. The work as a whole shows that both subjects have been carefully taught in the training colleges, and the students who did well are competent to begin the more advanced work of the second year's course.

Geometry and dynamics. First year. "The book work was exceedingly well done by most of the students of all the colleges. The proportion of the students who did well in the deductions was large, and I have seldom had a smaller number of poor papers. Some of the candidates used an unnecessarily long method of proving the first deduction, but a fair number demonstrated it in a way that was brief and clear. The second and third deductions were successfully attempted by several. There are two cases in the fourth deduction, of which one student only gave the complete solution; very few seemed to be aware that there are two cases. The fifth deduction was the most fertile in producing fallacies; and the most common fallacy was to assume that the line joining opposite angles of the quadrilateral passed through the centre of the circle. The more logical candidates who utilised the fact established it by joining the centre to the angles, and showing that these joins formed one continued straight line. This mere incumbrance was dispensed with by a few students who demonstrated it otherwise neatly.

"Good marks were obtained in the section on dynamics. What is meant by acceleration seemed to be clearly understood by most students. A few, however, confounded it with velocity. Newton's second law of motion was seldom enunciated correctly.

"The question on impact was correctly worked by most of the students who attempted it. Questions 4 and 5 in dynamics were clearly and correctly answered by a large number.

Geometry and Trigonometry. Second year. "Book work in geometry was well done except by a small number of students. In some cases better proofs are given of Euclid's theorems than those in the original text. When students give those they get full marks for them. When the proof is inferior to Euclid's a deduction from full marks is made.

"The deductions were not on the whole satisfactorily done. The number of excellent and of very good papers was smaller than I have seen for a few years back, while the number of unsuccessful attempts was larger than the corresponding number for the like period. The unsuccessful efforts when of a kind to show that the candidate has not grasped the principles of the science are worse than no attempts. While the latter may be caused by conscious inability to do what is required, the former is the result of ignorance of what ought to be known.

"In the first question of Section B, not one student gave all the possible deductions by *ex aequali*, but several gave a sufficient number to show that the principle was understood. Not a few, on the other hand, gave instead deductions *alternando invertendo* and even *componendo*. Now as those are terms of frequent occurrence and of the strictest precision, I did not think it right to give a single mark when the deductions were mixed up even with one or two correct ones by *ex aequali*.

"The second question was neatly and briefly done by a few students, and by a larger number it was tediously demonstrated by a comparison of all the triangles taken in pairs, one from each polygon.

"Plane trigonometry was introduced into the examination for the first time this year. This new element cannot be too highly commended, because it is much better that the students should begin the study under the guidance of skilful instructors than later on with no other aid than what the text-book supplied.

"Navigation, even in its elementary stages, cannot be taught without trigonometry, and this is a subject increasing in popularity. And there are other subjects also such as mechanics, pressing into the elementary subjects which are more easily taught by the use of trigonometry than without it.

"The first part of the first question in trigonometry was correctly solved by a very large proportion, but not 10 in all were able to express the theorem aright in words. Of those who did so, more than half belonged to the college of whose slovenly work I last year made special complaint.

"The stereotyped answer was,—'The sine of the sum of two angles + the 'sine of their difference is = twice the sine of the first into the cosine of the 'second.'

"There is doubtlessly a good-for-nothing, stupid correctness here. Its lamentable inadequacy, however, would be evident to those giving the expression if asked to apply it to give the corresponding theorem for Sin A + Sin B.

"It would almost lead one to infer that the lecturers, except in the one case specified, never called the attention of their students to the correct expression which was so rarely given; and it is a little difficult to conceive how this could be in the case of a theorem which the lecturers so frequently apply in their own advanced studies.

"The second question was correctly worked out by a fair proportion, although a considerable number merely gave the logarithms, and entirely overlooked what was asked, 'the position of the first significant figure in the numerical value' of the numbers."

Mr. Black:—

"The papers revised were those worked by 139 first year male students. Arithmetic. First year.

"The questions set, though showing considerable variety, presented no points of special difficulty, and seemed well within the reach of the candidates.

"In the large majority of the papers the solutions showed intelligent grasp of the conditions laid down in the questions, a clear exhibition of the successive steps, and—with some outstanding exceptions—the minimum of computation required to reach the final result. The general neatness of the setting-down was very praiseworthy.

"The average mark gained over all the six colleges was 86 per cent. This average, though high, was fairly uniform, the average in individual colleges ranging over the comparatively narrow limits represented by 82 per cent. as the lowest and 88 per cent. as the highest.

"Full marks were gained by 18 students, pretty equally divided among the four larger colleges. Only two students failed to score 50 per cent.

"The average mark gained by 15 first year acting teachers was 62 per cent."

Dr. Smith:—

"The papers on this subject were generally of a satisfactory character. One feature which distinguishes the exercises from those on other subjects which I have examined is that the impress of the teacher was more evident. Where a paper was well done by the student of one college all the papers of that college approached it in excellence, and *vice versâ*, showing the fragmentary nature of the instruction, if not imperfect apprehension and assimilation on the part of the students. The first question which involves serious considerations which have only recently come into prominence was the least satisfactorily answered. The fifth question was also frequently imperfectly answered, and the very comprehensive seventh question was often inadequately treated. Even in cases, however, where the answers were not very pointed, useful and intelligent information had evidently been acquired, and, speaking generally, the exercises show a good initial acquaintance with this important subject." Political economy.

Mr. Muir:—

"The papers I have revised this year present few salient characteristics. Utter absurdities seem now to be far less frequent. There is still a good deal to seek in the way of intelligent grasp and thoughtful management. British history.

"The whole question of the training of our teachers will surely soon become a matter of consideration for the authorities."

Mr. Dunn:—

Latin.

"The most striking point in connexion with these papers is the disparity between those for the first and second years respectively. The subjoined table of per-centages makes the disparity sufficiently clear.

	1st Year.	2nd Year.
Edinburgh, Church of Scotland - - - -	65·7	32·
„ Free Church - - - - -	70·3	39·2
Glasgow, Church of Scotland - - - -	71·6	47·7
„ Free Church - - - - -	67·6	51·7
Aberdeen, Church of Scotland - - - -	61·	45·8
„ Free Church - - - - -	68·8	57·3

"In the first year's papers the prescribed work was done as a rule exceedingly well. It was also gratifying to observe that the unseen passage was very generally attempted and with decidedly creditable results. Composition was fair. Continued and increased attention to the rules of syntax is indicated as desirable.

"In the second year's papers the passage from Horace was in most cases accurately rendered. The prose passage was, as a rule, imperfectly done, and in not a few instances the attempts at translation were a more or less complete collocation of unintelligible phrases. There is such a thing as an ethic of translation, and students should be told that it is more honest to leave a blank than to string together words with a total absence of meaning. Knowledge of the historical allusions appeared to be very defective. Composition, with a few exceptions, was poor. There was a strong tendency manifested to follow the English order and idiom. For example, the phrase 'entertaining no doubt' seemed to impel the candidates to use some phrase involving *dubitare* or *dubius*. I would also strongly recommend that the rules relating to oratio obliqua should be carefully studied. There was a frequent confusion between the casual and the final relation (in section III).

Greek.

"In the Greek papers the prescribed work was uniformly well done, and the translation was careful, accurate, and intelligent. The accidence of the noun and adjective was good, but knowledge both of the regular paradigms and of the verbs generally was defective. There was a marked tendency to form tenses according to analogy, and often a false analogy. Imperfect knowledge of the verb seriously impaired the value of the composition. The manipulation of conditional clauses should be more practised, and the use of *ἄν* was wildly erratic. In the second year's papers the unseen passage was only in one or two cases translated with any approach to correctness. It must be admitted, however, that the second paragraph of this passage was very difficult. The oratio obliqua should be more carefully studied. But above all thorough drill in the accidence and conjugation of the verb is urgently required."

Mr. Waddell:—

French. Second year.

"I beg to report upon 45 papers in French by male students of the second year.

"The standard of success attained varies extremely, and in some cases falls so low as to suggest a doubt whether the candidates should have attempted the subject. The translation into English is on the whole satisfactory, but the phrases *s'éloigner* in the first piece and *plus d'une* in the second are almost invariably misunderstood. Of the questions perhaps the second in the second section of the papers is better answered than any of the others. No striking feature presents itself for further comment."

French. First year.

"The French papers of 40 male students of the first year entrusted to me for revision are in the main of a satisfactory character. Both pieces for translation into English are creditably done. In the first piece the verb *tâcher* causes difficulty, and in the second *cour* is confounded with *cœur*, and *y* neglected. Otherwise there is nothing to comment upon. Of the answers to

the grammatical questions, those to No. 4 in Section I. reach a high standard of accuracy, and next come those to No. 2 in that section and No. 5 in Section II. The least accurate are the answers to Nos. 2 and 3 in Section II., which contain a considerable proportion of error. The attempt to render short sentences into French has not proved successful."

Female Students.

Mr. Marshall:—

"As far as the contents of the essays are concerned, the impression left is not very favourable. There are only three themes given to choose from, and two are moral themes, which naturally lead to moralising. One can tell *a priori* what a student will say on 'Procrastination.' In some few of the best essays the maxim is correctly apprehended as implying the necessity of action when duty calls. The other moral theme, 'Cut your coat according to your cloth,' is hardly capable of literal interpretation, but still the majority of the students take it rigidly. Not a few turn the maxim into 'Live according to your income.' English. Second year.

"As to the style, the essays are simply and idiomatically written. There is not much variety in the build of the sentence. The sentences are short, and where there is linking of clauses the *nexus* is loose. The punctuation is more logical than formerly, but is still often mechanical, as when a comma is put between the simple subject and predicate. The penmanship is nearly always plain and well rounded.

"The literature embraces a play of Shakespeare, 25 of Bacon's Essays, and the Writers from 1820 to the present time. There are four questions on the play, three on the essays, and two on the literature proper. Only one college, Glasgow C. of S., took King John; all the others took the Merchant of Venice. The questions on the play are mostly grammatical and verbal. One is to give notes on four *words*, another to annotate five *phrases*. A third is on metrical tests, and is answered well only by the Free Church College, Aberdeen. It is a fair question, but metre has hitherto received little or no attention in the school, and few students know the principles of prosody. Literature.

"There is only one question on the characters, Bassanio and Constance being chosen. The character of Bassanio is too often drawn from notes rather than from the play; that of Constance, on the other hand, is faithfully given, but is more sketched than filled in. The three questions on Bacon are well answered. The analysis of the essay on Suspicion is done correctly and exhaustively. The excerpts chosen for illustration are obscure apart from the context, and in some colleges, particularly in Aberdeen E.C., there is a great deal of guesswork.

"A thorough knowledge of one or two classical writers is infinitely to be preferred to shreds of information about a great number of writers who remain after all only names. Even the estimate of Tennyson, Browning, and Arnold differs much according to the school to which the student belongs. One college finds nothing in Browning but obscurity; another sets him above Tennyson for depth and originality. Still a few characterise several of the writers with justice and judgment."

Mr. Welsh:—

"Two hundred and seventy-two books on English written by first year female students were submitted to me for revision. Though a perusal of these papers gave a general feeling of satisfaction that the prescribed work had been carefully gone over during the session, in many of these there were points indicating weakness. Spelling was frequently inaccurate, and some of the mistakes were hardly credible. Even good papers showed this blemish, and *Emerson* and *Napoleon*, names which must have passed daily before the eyes of the students for a year, were stumbling blocks to many. It may easily be understood that, when these suffered, less familiar words were similarly treated. There were very few instances of nonsensical answers. English. First year.

"Some scanned the lines exceedingly well, a number only fairly, and many did not attempt this simple part of the question, presumably through ignorance.

"The composition exercise was perhaps the least satisfactory part of the paper, though there were cases of outstanding merit where decided power was shown. Of the three subjects prescribed as a test, '*Great Men—Their Characteristics and their Uses*' and '*A Religious Pilgrimage in England in the Fourteenth Century*' were the favourites, though the other 'Variety, &c.' had many admirers also.

"The 'Pilgrimage' too frequently degenerated into a summary of Chaucer's Prologue, and, though Emerson was much drawn upon also for the essay on 'Great Men,' the subject gave more scope for original writing, and the product was on the whole better. The comparatively poor work of some students I believe due to the fact that the bulk of the time for the whole paper had been spent on the grammatical and literature section, the composition exercise coming in hurriedly at the end. It would be more advisable to devote the first part of the *sederunt* to the original work, and leave the more mechanical to the last.

"In one or two colleges there were numerous cases of very careless writing, and in one college in particular there was a lack of methodical arrangement, scraps of answers being put here and there, the examiner sometimes being left to find the connexion himself.

"The rule about not writing answers on the page set apart for notes and scribbling purposes was not always observed by students from Edinburgh C. of S. Training College."

Mr. R. Calder :—

School management. Second year.

"The papers worked by the second year female students show that the writers have gained on the whole a pretty good knowledge of that part of the subject dealt with in the questions.

"Their answers are of course of varying degrees of merit. The total marks gained by a very few of the candidates fall below fair, but in many cases they rise high enough to rank as very good.

"Three of the colleges do not seem to have paid much attention to the drawing up of time-tables, as very few of their students make any attempt to answer that part of the first section which relates to these, although the whole section should have been answered by all the candidates. Some good time-tables, however, are produced by students in the other colleges, but a very prevalent defect in many of the time-tables is the putting down of two to four subjects requiring concurrent oral teaching in the same limited period of time to several classes under the charge of one teacher.

"In one college the students with only two exceptions put the marking of the registers before the Bible lesson, and thus violate the provisions of the conscience clause.

"Some of the answers show an ignorance of certain well-known facts that seems almost incredible in students who have passed through a full course of training. Thus in one college the majority of the candidates, in giving the circumnavigation of the globe as a proof of the earth's rotundity, cite Columbus as the first circumnavigator.

"The prescribed portion of the writings of Spencer or Locke seem, as a rule, to have been carefully studied, but in some of the sections dealing with other points there is occasionally a good deal of irrelevant answering. Candidates should be enjoined by their college authorities to restrain themselves from attempting to show all the information they possess, however distantly it may be connected with the subject in hand, and rather to select from their information what is pertinent to the case submitted to them, to arrange it in the best order, and then to state it as concisely and clearly as possible.

"Very few mis-spellings occur in these papers, and, with one or two exceptions, the penmanship is creditably good."

Mr. Harvey :—

School management.

"The per-centage of marks ranged from 63 to 92. This is a very high per-centage, but, under the circumstances, not surprisingly high. The questions

were, with two exceptions, strictly practical, and the previous training of most of the candidates, even apart from the instruction received at the colleges, enabled them to give satisfactory answers.

"Two elementary psychological questions should form one section, and all candidates should thus be required to show some acquaintance with this very important branch of educational training.

"The answers were, as a rule, well arranged, apposite, and grammatical, but there is still a too plentiful crop of linguistic errors, *e.g.*, 'looses' (loses): 'peremptory' (prompt) obedience.

"Not only is the per-centage of marks high, but there is a surprising similarity of per-centage in the papers from the various colleges. So far as the answers corrected by me are concerned, no college can lay claim to superiority in methods of teaching school management. The papers all gave evidence of thoroughly sound instruction in the practical branches of the subject."

Mr. Black:—

Arithmetic and Algebra. Second year.

"The papers revised were those of 284 second year female students. Of the seven questions in arithmetic, four were well answered by most of the candidates. Errors were very frequent in the solution of the other three.

"Question 3.—Elaborate calculations were often made to find the time taken by one train to pass the other, supposing the latter to be stationary, &c., instead of combining the two distances and the two speeds and reaching the result by a single computation.

"Question 4.—Many were unable to calculate the exact basis on which the total number of miles was to be distributed over water, rail, and foot.

"Question 5.—Nearly all the candidates made the mistake of simply multiplying the daily gain of the clock by the 7¼ days it was assumed to have gone, forgetting that this gain accrued only after the clock, had registered, not 24 but, 24·075 of its own hours.

"To those familiar with the principles involved, the three questions in Algebra presented no difficulty, and were correctly solved by a large proportion of the candidates. In this part of the paper the success of the students in Edinburgh F. C. College was conspicuous.

"The general neatness and precision that characterised the papers greatly simplified the work of revising them.

"The average mark over all the colleges omitting the papers of three former students, was just under 67 per cent. This average was exceeded by Glasgow F. C., which reached 69 per cent., and by Edinburgh F. C. and Aberdeen F.C. both of which reached over 74 per cent., and both of which also take a prominent place in respect of the proportionate number of candidates who gain 75 per cent. or more of the total marks. The average was not quite reached by the other four colleges, though the lowest fell only a little over 5 per cent. below it. Fifteen per cent. of the whole number of candidates secured less than half marks.

"There were a few very good papers among those worked by 207 acting teachers. But the average mark was only 44 per cent., while 63 per cent. of the candidates secured less than half marks. A large number did not attempt the Algebra questions."

Mr. Topping:—

Arithmetic. First year.

"The arithmetic papers of first year female students were revised by me. The average mark for each Training College varies from 76 per cent. of the number attainable to 66 per cent. The highest mark is gained by the Edinburgh F. C. students who are followed by Glasgow F. C. students, Aberdeen F. C., Edinburgh E. C., Edinburgh Episcopal, and Glasgow E. C. in the order named.

"Questions 2 and 6 were worked with almost perfect accuracy by all the students of all the colleges, only in 15 cases out of 544 attempts were there any mistakes. With none of the other questions is there any approach to the same high standard, and, if arranged according to the degree of success that has attended the efforts to solve them, the other questions rank as follows:—3, 4, 9 (algebra), 5, 7, 8, 10 (Algebra).

"Each of these questions again brings out differences when the results in each for the separate Training Colleges are examined. This, no doubt, is in large measure due to the varying lines along which the teaching of this subject has proceeded in the various colleges. Thus, Question 3 is best tackled by the students of the Glasgow and Edinburgh F. C. Colleges, Questions four and five by Glasgow F. C., Questions 7 and 8 by the Edinburgh C. of S. students, Question 9 (algebra) by Edinburgh F. C., Aberdeen F. C., and Glasgow C. of S. students, and Question 10 by the students of the two Aberdeen Colleges.

"Question 8 was the most testing. Problems of that description do not seem to have been dealt with in many of the colleges. The neatest and easiest way was taken by very few. A great many guessed the answer and then spent considerable time in elaborating a method to mystify the examiner.

"In question 10 (algebra) the equation where x had literal co-efficients was solved by very few, and in the simultaneous equation errors were made with unfailing regularity in the last step in the elimination of one of the unknown symbols by confusion as to whether it involved addition or subtraction.

"The rule with regard to the distinct marking of each question was best attended to by the Aberdeen F. C. students; it was frequently neglected by the students of the Edinburgh F. C. and E. C. Colleges."

Mr. Walker:—

Domestic economy. Second year.

"The papers revised were 284 in number, written by the second year's students in all the training colleges.

"They were generally well done, none of them falling below 60 per cent. of the maximum number of marks, and the great majority attaining a much higher per-centage. The influence of the text-books, however, is distinctly traceable throughout the papers, both from the fact that the students of each college, as a rule, answer the same questions, and that the answers are in similar terms.

"This was specially conspicuous in the case of the only one of the seven colleges which seems to be acquainted with the latest minute of the Post Office authorities regarding savings bank arrangements. All the students, without exception, answered the question referring to them in almost identical terms; a striking example of a slavish adherence to text-books, which is by no means a commendable feature of their work.

"Generally, however, the papers show that sufficient attention is given to the subject.

"The composition is generally good, faults in spelling and grammar are few, and handwriting is steadily improving chiefly from the adoption of the so-called Civil Service writing.

"The stupid custom of underlining has almost disappeared. There was only one flagrant example in which about 300 words were underscored for no intelligible reason."

First year.

Mr. Lobban:—

"The papers were well done as a rule.

Dr. Smith:—

"The papers on this subject done by the acting teachers show a decided improvement on those of previous years. In many of the questions the substance of the answers was the same in many of the papers; but frequently a decided difference in style and form sufficiently discriminated the merit of the exercises. Speaking generally, I think the last question was less satisfactorily done than any of the others."

Mr. Andrew:—

History. Second year.

"I received 111 papers on history worked by female students of the second year for revision. Only those students who have failed at the end of their first year are now required to take it up during their second year. It is, perhaps, therefore needless to expect papers of any special merit in the circumstances. On the whole, the exercises are of fair average quality, and give evidence of the work having been faithfully prepared. The questions set

cover the period lying between the Danish kings and the repeal of the Corn Laws, and the students must be prepared to answer a selection of questions over the whole field if they are to make reasonably good marks.

"Along with the 111 papers by second year students I had to revise 162 papers by second year acting teachers. No report is called for in the case of these papers; but I may remark that, as a whole, they were distinctly inferior to the exercises of the students."

Mr. Struthers:—

"The few papers worked by students in training colleges (25 in number) were for the most part well done and require no further remark. In strong contrast to these were the papers worked by acting teachers. Of the latter only a small proportion obtain more than half marks, while a very great number secure less than 20 out of 100 marks. The want of historical information was less striking than the absence of rudimentary power of judgment or of probability. The case of the candidate who mixed up her accounts of Sir Isaac Newton with the story of William Tell—probably from the conspicuous mention of an apple in connexion with both—is only an extreme instance of the prevalent muddle. Undoubtedly the great majority of these candidates are quite unfit to be entrusted with the teaching of history in elementary schools. I have never been so strongly impressed with the absolute necessity of providing some proper training for the ex-pupil-teacher. If they cannot be admitted to a regular training college course, at all events some means must be devised for providing for their further education in an orderly and systematic manner. I notice with pleasure the decided improvement, this year as last, in the general character of the papers of candidates from Roman Catholic schools." History. Females. First year.

Mr. Waddell:—

"There is great diversity of merit in the 283 French papers by female students of the second year which were sent to me for revision. Full marks being 100, three of the papers reach 91, 92, and 96 respectively, the last two coming from Aberdeen. The mass of the papers oscillate between 70 marks and 50, while a considerable sprinkling fall below the latter number. One of the smaller colleges barely reaches half marks, and one of the larger does not much surpass that level. French. Second year.

"Both pieces given for translation into English are well done. Of the grammatical questions the one which is most successfully treated is No. 2, Section II. The next best is No. 2, Section I.

"It is satisfactory to know that the rule about the past participle with *avoir* agreeing with the preceding direct object has received adequate attention in all the colleges. As regards the remaining question in Section I., the meaning given for *en* and *l'on*, especially the latter, is pretty often faulty, and any attempt at etymology is confined to perhaps a dozen papers; and finally, the distinction intended to be drawn between 'on approche la table' and 'on s'approche de la table' is missed in the great majority of cases. Passing to Section II., I find that No. 3, which deals with the position of certain adjectives, receives answers of the most diverse character. As the majority of the students have started by translating 'plus d'une vérité' 'more of a truth,' they seldom realise the point of question No. 4, in which that phrase occurs, and their distinction between *plus* and *davantage*, while sometimes sound rarely shows satisfactory clearness. Question 5 reveals the fact that some such exercise as it supplies is needed, and might be carried further with advantage. It pretty often happens that the students correct all the errors contained in the sentences given, but in doing so commit fresh errors which detract from the value of their answers.

"In Section III. there is, I am glad to say, a reduction in the number of what may be called atrocities in accidence. In other respects the passage is not very often successfully rendered. Certain phrases which occur in it are treated in a great variety of ways. The relative 'that' is turned indifferently by *qui* and *que*, and 'whose' by *dont, du quel, de quoi, de la quelle, de qui*."

Mr. Bathgate :—

French. Second year. Acting teachers.

"I have revised 166 papers in French of the second year done by acting teachers. I must say that they present a melancholy contrast to the papers in geography and history done by students which I have usually revised at this examination, the contrast between work successfully done, and endless specimens of the way not to do it. There are enough good papers to show that the questions could be well answered by careful students; but, out of 166 papers, 131 obtain less than 40 per cent. of the full marks. I have rarely been able to allow high marks for translation either from French into English, or from English into French, and the marks obtained for accidence and syntax have been still less. There is a great want of elementary accuracy in the translations. Thus the majority, I should say, of the candidates render '*je savais que vous aviez eu*,' by 'I know that you have had.' Hardly any show power of thought sufficient to make out the difference between '*on approche la table*,' and '*on s'approche de la table*,' although a careful consideration of the second phrase would of itself explain the first. The correction of erroneous sentences usually results in the introduction of more errors. The translation of a paragraph into French is naturally the worst of the items, and is too often a collection of all possible errors. Very few candidates observe that the key to the often-repeated mood is given in the phrase '*soit à l'épreuve*,' which is supplied. Even the English grammar is far from sound. The spelling, too, of *enthusiasm* and *irresistible* proves a stumbling block.

"Altogether the papers do not present a favourable picture of the culture of candidates on the eve of assuming the full responsibility of teachers. This subject, if professed at all, should be done in such a way as to show some signs of serious preparation and mental training."

Mr. Fraser :—

French. First year.

"I received for revision 549 papers, of which 273 were worked by female students in training colleges, and 276 by female acting teachers.

"The papers of the acting teachers are no better and no worse than they have always been, but in regard to students the total impression produced by their work at this Christmas examination is more favourable than on any similar occasion. This remark applies chiefly to the translations from French into English, which in a sufficient number of instances were characterised by a creditable degree of accuracy. In spite of the morbid hesitation of certain minds to deviate from the strict grammatical rendering of sentences, a due sense of the difference between French and English methods of expression was distinctly observable. Few of the students, however, embraced the opportunity of scoring a point by the idiomatic translation of the proverb 'qui dort dine,' (a sleep is as good as a dinner). Common errors were mis-translations of *dans la campagne*, *les peuples*, *qu'on méprise tant*, and *des laboureurs*. The number of students who gave a correct rendering of the last expression could be counted on the fingers of one hand. The rhetorical and quasi-conjunctional force of *bientôt* as a reason for placing this adverb before the verb was usually perceived but not very clearly indicated, and the feminines of adjectives and of nouns were in general well enough known. Only a small proportion of the students excelled in the translation of the 12 short English sentences into French. The syntax of adjectives, when followed by infinitives, and the construction of verbs like *craindre* seem to be imperfectly known, and there are cases where a revision of the elementary grammatical notions involved in the translation of a simple sentence like 'He has no money' is by no means uncalled for."

Male and Female Students.

Mr. King :—

Geography and physiography.

"I received 236 papers for revision, all done by candidates of the second year. Of these 36 were male, and 46 were female students; while 6 were male, and 148 were female acting teachers.

"I find that I have little to add to what I said in my report on similar papers last year.

"In the students' papers the answers to the questions in physiography are, as formerly, much better done than the answers to the questions in geography.

This may be explained by the fact that as appears from the Blue Book, nearly all the students are presented, and probably all are trained, for the examination in physiography held by the Science and Art Department. It is difficult to see why the students should have two examinations on the same subject, and as the marks gained for geography are undoubtedly on the average lower than they should be, it might be well to set this paper in geography only. If it were thought desirable, a special section could be added for the benefit of the acting teachers, containing a few easy questions in physiography.

"I have again to complain of illegible writing on the part of some of the students, and to ask that sketch maps may be drawn on a reasonably large scale.

"The papers of the acting teachers show a respectable average of merit. In geography the answers are nearly as good as those of the students, but very little knowledge is shown of physiography. Few could give a sensible explanation of a solar eclipse, or of the formation of dew, and many were unable to distinguish between a glacier and an avalanche."

Mr. Bathgate :—

"From all the Scotch colleges there are only 66 papers by students who did not clear the admission examination. The questions set are typical and should be well answered. The papers are generally very satisfactory, and show methodical treatment of the subject accompanied with reasonable fulness of detail. Almost every student attempts the eight questions allowed, and nearly all gain more than 50 per cent. of the full marks. The handwriting of the papers is regular and legible. I cannot say that there is a striking superiority in the work of any one college. Geography and physiography. First year.

"The following points may be noted:—

"*Question* 1.—The drainage of the south of England is not shown in sufficient detail. As I observed on the admission papers of last summer, in a map so familiar numerous streams should be carefully traced to their watersheds.

"*Question* 4.—The seasons and causes of the overflow of the Nile are not sufficiently indicated.

"*Question* 6.—Description of position of equatorial lakes is superfluous; the size, elevation, &c., should be more dealt with.

"*Question* 9.—The formation of limestone rocks is too often reduced to the history of the coral polyp.

"*Question* 10.—Most but not all of the papers give Aitken's theory of the formation of dew.

"*Question* 12.—The diagram to explain day and night is sometimes inverted.

"Otherwise the answers are satisfactory."

Mr. Craigie :—

"The papers entrusted to me for revision consisted of 773 on mental arithmetic worked by both students and acting teachers at all the colleges and centres in Scotland. Mental arithmetic.

"When compared with last year's results it will be found that there is a slight decrease in value among the papers worked by the female students, while those of the males, on the other hand, have risen materially in efficiency. A much larger proportion of the questions set were attempted this year by both sexes, and I am glad to be able to report that instead of *one*, as last year there are three who have obtained full value for their papers.

"The papers of the acting teachers are much inferior in quality to those of the students. The females reach about the same average mark as last year, but the males, as in the case of the students, have improved on last year's results.

"There were fewer instances this year of papers being completely filled with absurd answers, but the proportion of those who get no marks is still too large.

"In no instance did I detect the slightest trace of pencil markings for the working of the sums (a fault severely commented on last year), and only one

paper had the answers in pencil instead of ink. There are still, however, far too many instances of alterations or corrections, more especially when a rule is laid down to the effect that all such will be counted as errors."

Mr. Gall:—

Penmanship. Females. First year.

"The results are of very good average quality. As a rule, large-hand is well done, but small-hand is not always written with corresponding neatness and care. Students should remember that the latter is as much an exercise in *copy-setting* as is the former. The defective formation and spacing of capital letters referred to last year have appreciably improved. The dictation papers show some admirable specimens of current style.

Dictation.

"Only three students fail to earn more than half the marks given for this exercise, while fully one third gain the maximum. By far the most frequent mistakes occur in the words *sacerdotalism, autocracy* and *inveighs*. Judging from the attempts made to spell them phonetically, it would almost appear as if these words had never been previously heard of by a large proportion of the candidates.

"The following table shows the number of papers worked at each college together with the total number of mistakes."

College.	No. of Papers.	Total number of mistakes.
Edinburgh Epis.	29	50
„ F.C.	39	34
Glasgow F.C.	42	36
Aberdeen F.C.	26	34
Edinburgh C. of S.	54	70
Glasgow C. of S.	54	64
Aberdeen C. of S.	28	45
Totals	272	333

Mr. Gunn:—

Penmanship. Males, First and second year. Females, Second year.

"The general level is about good. A considerable number of students affect either a 'vertical' or 'civil service' hand, and these generally do the exercise well, having a definite ideal before them. Those who prefer the ordinary copy-book style seem to suffer from a want of definiteness in their theory of slope, proportions and joinings, which mars the general effect of the writing and lessens its value as a model for children to copy.

"Speaking from memory I do not think these exercises show any improvement on the work of last year. The number of mis-spellings in the copy-setting is by far too great. The rule forbidding the use of double lines for the large hand has been more generally obeyed than last year. In Glasgow F.C. College more than half of the female students (second year) have tried to circumvent this regulation by using a row of dots for an upper line, a plan which violates the spirit of the rule without giving much help to the writing.

Dictation.

"The dictation exercise is extremely well done by the male students. The average value of their papers is 96 per cent., while 72 per cent. have no error. Female students show to less advantage. Their papers average 90 per cent.; while only 47 per cent. are correct. This is no doubt largely due to the fact that the passage dictated to the female students afforded more opportunity for error than the other. In the male paper 'predilection' was really the only word regarding which there seemed to be any general doubt, while in the female paper 'sacerdotalism,' 'autocracy' and 'inveighs' were evidently all more or less unfamiliar.

"It may be noted that while the male students of both years are very nearly equal in their performance of these exercises, there is in both penmanship and dictation a slight difference in favour of those of the first year."

Mr. McNaught :—

"First Year.

Music. First year.

"*Staff Notation.—Key Signatures.*—The questions on key signatures were generally well answered. Mistakes were sometimes made in the placing of sharps or flats in the bass clef. It was evident that some students had not studied signatures on this clef, an omission for which some excuse may be found in the fact that instruction books often leave this point to inference. *Intervals.*—There is still shown a difference of opinion as to the nomenclature of intervals. As there is now amongst the chief examining and teaching bodies and other musical authorities, including Dr. Mackenzie and Professor Niecks, a consensus of opinion as to interval naming, it would very much simplify matters if all the college music professors would employ the nomenclature recommended with so much force. The following is the table which has secured nearly general acceptance :—

"Interval Nomenclature Recommended.

"(*To be read from below upwards.*)

"Perfect octave - -	C	D	E	F	G	A	B	
Major 7th - - -	B			E				
Minor 7th - - -		C	D		F	G	A	
Major 6th - - -	A	B		D	E			
Minor 6th - - -			C			F	G	
Perfect 5th - -	G	A	B	C	D	E		
(1) Augmented 4th, or tritone - - -				(1) B			(2) F	
(2) Diminished 5th -								
Perfect 4th - -	F	G	A		C	D	E	
Major 3rd - - -	E			A	B			
Minor 3rd - - -		F	G			C	D	
Major 2nd - - -	D	E		G	A	B		
Minor 2nd - - -			F				C	
	C	D	E	F	G	A	B	

"*Intervals a semitone smaller than minor or perfect to be called diminished. Intervals a semitone larger than major or perfect to be called augmented.*—(*From the 'School Music Review.'*)

"*Key Analysis.*—Only a small proportion of the candidates was able to state correctly the keys of passages not in the key represented by the signature. In view of the fact that nearly all, if not all, the sol-faing from the staff notation is now taught upon the *movable doh* plan, it is important that teachers should learn something of the means by which changes of key may be theoretically recognised. It is no doubt very difficult in many cases to so analyse modern music. But in the questions given there was no difficulty, the key determining elements being plainly shown. *Time Notation.*—The four questions on time notation were answered satisfactorily. The errors made were in confusing crotchet with quaver rests and minim with semibreve rests. *Musical Terms.*—Very few understood the meaning of *un poco* and *cantabile;* otherwise the answers were good.

"*Tonic Sol-fa Notation.—Scale Construction.*—The almost utter dependence of tonic sol-faists upon names as mnemonics of effect tends to lead them to ignore the contemplation of the scale as a mass of related intervals. It should be easy for a *student* to say what other groups of contiguous scale notes are separated by the same steps as—

(*a*) m r d t_1; (*b*) d^1 t l s; (*c*) s f m r;

but it was too evident in this examination that a large proportion of the candidates were unable to reckon where these groups were duplicated. *Intervals.*—See above as to intervals in staff notation. *Pitch.*—I cannot say that pitch representation is adequately studied by tonic sol-fa students generally. For the purpose of working out pitch questions I think teachers should freely use the staff without necessarily going into its complexities.

The staff more definitely represents pitch to the mind's eye than the tonic sol-fa notation can be made to do. *Time Notation.*—I notice a pretty general improvement in the exactness and legibility of the answers given upon this point. If college professors could persuade future students to write as largely and boldly as the space allowed will permit, examiners would be grateful for the longer lease of their eyes they may thereby enjoy. *Musical Terms.*—*See* above, staff notation.

"SECOND YEAR.

Second year.

"*Staff Notation.—Key Signatures and Scales.*—The speciality of the second year syllabus upon these points is the representation of minor keys. On the whole the answers were good. The inaccuracies were in the writing of minor and major 6ths and 7ths. Many students have difficulty in remembering the notation of these scale degrees. In teaching I have found that it is useful to continually point out that the *minor* 6th and 7th are shown *without* accidentals and the *major* 6th and 7th *always* require accidentals that raise. *Intervals.*—The remarks made under this head in the first year report apply with still stronger force here, because the adjectives employed to define wider intervals than major differ greatly upon different systems. The main fault in the answers as to the names for chromatic intervals was in the use of the word *pluperfect* for other numbers than fourths. It is to be hoped that this word will drop out of use entirely. *Key Analysis.*—Two of three passages given were in minor keys. The correct names of these keys were rarely given by candidates. It is certainly more difficult to identify modulations to minor keys than to major keys. Students should be taught to look out for a minor leading note and the diminished fourth above when a passage will not fit any major key. *Time Notation.*—Two of the four questions gave trouble. One asked for transcription from three-four into nine-eight time, and the other the identification of syncopated notes. It was evident that these points had not received adequate attention. *Causes of Flat Singing.*—It is easier to state the principal causes of flat singing than to devise certain and easily applied means for its extinction. The question asked only for a statement of causes. The answers given, although sometimes thoughtless and absurd, showed that this really important question had employed serious attention. But one cause was missed by nearly all, viz., the flat singing of the teacher. In all beside this point the path of the school teacher of singing is mapped out clearly. *Musical Terms.*—All the terms were well defined except *meno mosso*, about which there was much speculation.

"*Tonic Sol-fa Notation.—The Minor Scale.*—About one third of the students who attempted the question relating to the minor scale were not able to construct as directed. It should not be difficult to notice and remember that the minor 6th and 7th are plain diatonic notes of the major scale (*fah* and *soh*), and that the major 6th and 7th are the chromatically altered notes. *Intervals.*—All that is hitherto said in this report regarding nomenclature is applicable to the answers given to this paper. Apparently many students had practised the calculation of chromatic intervals only from diatonic notes, and were thus embarrassed by the intervals asked for from chromatic notes. *The 'Perfect' and 'Imperfect' Methods.*—The rewriting of passages on the imperfect method was not often well done. *Time Notation.*—Everything was fairly satisfactory except the notation of triplets or thirds, which was generally only roughly understood. *Note Test for Schools.*—This constructive test was often very well written. Some indulged in complexities in defiance of the plain directions given. *Flat Singing and Musical Terms.*—See above, staff notation."

COMPARATIVE TABLE showing results of EXAMINATION at ADMISSION and at END of TWO YEARS' TRAINING.

College.	No. of Students.	Admission Examination, 1891.			Christmas Examination, 1893.			
		Average place on List for Scotland.	Number in		Number in			
			1st Division.	2nd Division.	1st Division.	2nd Division.	3rd Division.	Failed.
MALES.								
Edinburgh C. of S.	34	95*	16	18	12	16	5	—
„ F.C. -	35	91·8	16	19	18	12	5	—
Glasgow C. of S.	33	72*	20	13	17	13	2	1
„ F.C. -	32	48*	28	4		12	—	—
Aberdeen C. of S.	10	126*	3	7	4	6	—	—
„ F.C. -	12	122*	2	10	5	7	—	—
FEMALES.								
Edinburgh C. of S.	42	70*	41	1	25	15	2	—
„ F.C. -	53	203·7	25	28	27	21	5	—
„ Epis.	28	*306·7	18	10	4	20	3	—
Glasgow C. of S.	47	183*	25	22	20	22	2	—
„ F.C. -	54	95*	53	1	37	18	1	—
Aberdeen C. of S.	31	198*	14	17	15	13	2	1
„ F.C. -	27	189*	15	12	17	9	1	—
TOTALS (Male and Female).								
Edinburgh C. of S.	76	—	57	19	37	31	7	—
„ F.C. -	88	—	41	47	45	33	10	—
„ Epis.	28	—	18	10	4	20	3	—
Glasgow C. of S.	80	—	45	35	37	35	4	1
„ F.C. -	86	—	81	5	57	30	1	—
Aberdeen C. of S.	41	—	17	24	19	19	2	1
„ F.C. -	39	—	17	22	22	16	1	—

* Exclusive of 20 English candidates, 18 of whom were in the first, and 2 in the second class.

The following table shows the number of students who attended the University from 1874 to 1893 inclusive, although the present system of attendance was not fully introduced till 1877 :—

Year.	Number of Students.						Total.
	Church of Scotland Training Colleges.			Free Church Training Colleges.			
	Edinburgh University.	Glasgow University.	Aberdeen University.	Edinburgh University.	Glasgow University.	Aberdeen University.	
1874	6	7	—	11	9	—	33
1875	2	4	—	20	7	—	33
1876	2	8	—	24	23	—	57
1877	12	25	—	48	35	—	120
1878	20	24	—	46	40	—	130
1879	37	37	—	55	42	—	171
1880	37	37	—	48	45	—	167
1881	33	38	—	47	40	—	158
1882	35	40	—	29	38	—	142
1883	35	36	—	44	34	—	149
1884	35	34	—	43	36	—	148
1885	39	36	—	50	41	—	166
1886	43	49	2	48	45	4	191
1887	42	44	7	43	40	6	182
1888	41	33	7	50	22	6	159
1889	52	43	9	40	33	6	183
1890	53	42	9	41	43	4	192
1891	50	45	14	48	56	7	220
1892	46	44	18	51	68	13	240
1893	43	45	18	48	56	10	220
Totals	663	671	84	834	753	56	3,061

University attendance.

I continue to receive most favourable accounts from professors as to the industry and ability of training college students as a whole. They are regarded as an exceedingly creditable element in the classes, and every year succeed in carrying off important prizes. The change of date of the certificate examination from December to June or July will be welcomed by students and professors alike, as it will then be possible to utilise the whole of the University session. The removal of the admission examination from July to December will, I fear, not be regarded with so much favour. Its tendency will be to diminish not only the number of teachers who proceed to graduation, but the amount of University attendance very seriously. According to present arrangements the student, who proves himself fit to profit by University classes, can take two sessions and part of a third during his course at the training college. Another year brings him within reach of graduation. The number who take this third year has steadily increased from 38 to 71 within the last six years. Under the new arrangements a student will not be able to enter upon his third University session till he has

completed his training college course, for the date of entering the training college is, I understand, to be changed from February to October. The temptation at that point to commence the practical work of his profession will be too strong for many, and University attendance will be given up.

But a more serious objection to December for the Queen's Scholarship Examination is that between passing the examination and entering the training college there must pass nine months, during which successful candidates may or may not be retained in the schools in which they have been pupil-teachers. It is extremely improbable that this time will be profitably spent.

The number of graduate training college students is, further, pretty certain to be reduced by the necessity of passing the preliminary examination before entering graduation classes. There is, I believe, a general feeling that this examination is too high pitched. It is certainly too high for the average training college student who has not passed through the junior or non-graduation classes. Doubts have been expressed as to the expediency of students who cannot pass this examination attending non-graduation classes, as a preparation for passing it at a second trial. A glance at the ground covered in the junior or non-graduation Latin class in Edinburgh should remove these doubts. The work of that class this year consisted of Cicero Pro Milone, Livy, Book 24, Horace, Epistles, Book I., Odes, Book II., Virgil, Æneid VI. and VII., regular exercises in prose composition, a course of lectures on Latin literature, four examinations on prepared, and six on unseen work. This *mutatis mutandis* may be taken as representing corresponding programmes in Greek and mathematics. The student is exceedingly well prepared who could not profit by attending such classes. If, after such preparation, a student fails to pass the preliminary examination, it is worth considering whether he should continue his University studies, and should not rather content himself with the lower reaches of the teaching profession.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education for Scotland.

SPECIAL REPORTS.

EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—Peter Mackinlay, M.A., Principal; Rev. A. M. Trotter, M.A., B.D., English; Edward Kirkpatrick, M.A., Oxon., drawing and classics; Alexander Morgan, M.A., B.Sc., science and mathematics; James McN. Steele, master of method; Leo Melliet, B.A., LL.B., Paris, French; Walter Hately, music; James Hay, drawing; James A. Moonie, singing; Janet E. Macgregor, lady superintendent; Mary J. Smith, music; Catherine Walker, lady superintendent of boarding house.

Health of Students.—The medical report is highly satisfactory. Only two students have been a few weeks absent from temporary ailments.

Number of Students.—The number of students during the past session was as follows:—

Males.	
First year	29
Second year	34
	63
Females.	
First year	54
Second year	42
	96

giving a total of 159, or one more than last year.

These may be further divided into two classes, viz.:—

1. *Students holding Scholarships.*—All the male and female students hold bursaries. The males receive 25*l.* or 23*l.* per session, according as they pass in the first or second class at the admission examination. The university students have matriculation and class fees paid for them.

Forty female students receive bursaries varying in value from 18*l.* to 8*l.*

All students pay yearly 5*l.* for books and education.

2. *Ordinary or self-supporting Students.*—56 female students.
All had been pupil-teachers.

The Practising School.—The practising school is largely attended and in a state of great efficiency.

The Boarding House.—The boarding house is admirably conducted.

Cookery.—Cookery and laundry are taught as formerly.

University Students.—The number of students attending Edinburgh University during the present session is as follows:—

(*a.*) First year students who passed the admission examination in July last	15
(*b.*) Students who are in their second year of training	18
(*c.*) Students who completed their two years of training in December last	10
Total	43

Classes attended.—10 attended junior, and 21 senior Latin; 1 senior Greek; 20 junior, and 3 senior mathematics; 5 English literature; 9 natural philosophy; 1 chemistry; 19 education; 3 logic; 1 geology; 2 moral philosophy.

University Distinctions.—Two bursaries and 10 class prizes were gained, while in addition students' names appear 37 times in the certificate of merit list. Sixteen of the 18 second years' men cleared the whole preliminary examination before beginning their second session, all passing in higher Latin.

Last session two female students were allowed to attend the University, and both obtained honourable mention.

RESULTS.

Drawing:—

Passes, first class	51
,, second class	37
Certificates	29

Science.

Subject.	Number presented.	Passed in		Failed.
		First Class.	Second Class.	
Physiography:				
Advanced stage	74	48	22	4
Elementary stage	83	45		38
Sound, Light and Heat:				
Advanced stage	5	1	4	—
Elementary stage	56	30		26

Christmas Examination.—The results of the examination for certificates at Christmas, 1893, are given in the tables following this report. The average place of the males at the admission examination, 1891, was 95, and of the females 70. At the end of two years' training 37 passed in the first, 31 in the second, and 7 in the third division, below which none fell.

Out of 158 candidates of both years, 131, or 82·9 per cent., are in the first and second divisions as against 89·2 per cent. last year. It may also be noted that 57, or 36 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Dr. Webster, Rev. Dr. Giffen, Rev. Dr. Gray, Rev. J. Patrick, and Professor Laurie.

EDINBURGH FREE CHURCH TRAINING COLLEGE.

Visited with Mr. Struthers in May, November, and December.

Staff.—M. Paterson, B.A., LL.D., Principal; Wm. Lees, M.A., mathematics; David Baxter, M.A., English and classics; F. Spence, M.A., science; C. le Harive., French; J. B. Napier, drawing; Walter Hately, music; T. B. M. Lamb, M.A., and H. A. Jamieson, M.A., tutors in classics and mathematics; Miss Shanks, lady superintendent, English; Miss Brown, head of boarding house, sewing; one teacher of cookery; and two drill sergeants.

Health of Students.—The medical officer reports the health as very fair. Ailments have not been serious, but more applications than usual have been made for medical advice. Three students were sent home temporarily.

Attendance of Students.—The number of students during 1893 was:—

Males.	
First year	30
Second year	35
	65
Females.	
First year	42
Second year	53
	95
Total	160

These may be divided into two classes, viz.:—

1. Students holding Queen's scholarships:—

	£
Males.	
25, each	25
34 „	23
6 „	21
Females.	
2, each	18
6 „	15
12 „	10
21 „	8

2. Ordinary or self-supporting students:—

Females	54

All had been pupil-teachers except two male and two female students.

The Practising School.—The attendance and efficiency are of the same satisfactory character as formerly.

The Boarding House.—Since the death of Miss Smith, the lady superintendent, the boarding house has been under the very satisfactory management of Miss Brown.

Cookery, &c.—Cookery, laundry, and drill are taught as formerly.

University Students during the present session:—

	Males.	Females.
(*a.*) Who passed entrance in July 1893	13	2
(*b.*) „ „ 1892	15	1
(*c.*) „ „ 1891	17	–
Total	45	3

Classes attended:—

13 attend the junior, 11 the senior, and 1 the honours Latin class;
7 „ „ 7 „ Greek;
18 „ „ 3 „ , 1 the intermediate honours, and 1 the advanced honours mathematics;
8 attend the junior, 1 the intermediate honours, and 1 the advanced honours natural philosophy;
9 attend English literature, 15 education, 19 logic, 2 moral philosophy, and 1 chemistry (theoretical and practical).

(4.)

Drawing Results.

1st class passes	42
2nd class „	61
Certificates	17

(5.)

SCIENCE RESULTS.

I.—*Elementary.*

	Passed.	Failed.	Total.
Sound, Light and Heat	8	20	28
Mechanics of Solids	8	4	12
Mechanics of Fluids	3	2	5
Practical Plane and Solid Geometry	12	48	60
Geometrical Drawing	20	·2	22
Physiography	41	15	56
	92	91	183

II.—*Advanced.*

	First Class.	Second Class.	Failed.	Total.
Sound	3	28	1	32
Mechanics of Solids	1	—	—	1
Physiography	18	57	18	93
	22	85	19	126

Certificate Examination.—At the July examination of 1891 the average place of the males was 91·8, and of the females 203·7. At the end of two years' training 45 passed in the first, 33 in the second, and 10 in the third division. Out of 156 candidates of both years 142, or 91 per cent., are in the first and second divisions as against 84·9 per cent. last year. Of these 76, or 48·7 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present at the meeting of the board were the Rev. Dr. John McEwan, Rev. J. C. MacPhail, Rev. W. M. Falconer, Rev. J. M. Sloan, and A. Gray, Esq.

EDINBURGH EPISCOPAL FEMALE TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—Rev. J. R. Leslie, M.A., Principal; Isabella Smith, lady superintendent; Margaret E. Oxley and Margaret E. Davidson, governesses; Jas. Sneddon, Mus. Bac., Cambridge, music; J. A. L. Kunz, French; Mrs. Black, cookery; Mary L. Rayner, practising school; Mary Goodwin, kindergarten.

Health of Students.—The medical officer reports two cases of serious illness, one ending fatally. Slight ailments have been more numerous than usual. With the exception of eight mild cases of influenza, there has been no epidemic disease. He thinks the provision of a recreation room would be of great hygienic value. This will be dealt with by the end of another year, when the transference of the management to the Church Council will be either carried out or definitely refused.

The number of students during the past session was as follows:—

FEMALES.

First year	30
Second year	27
	57

In this college all the students are received on the same terms. There are no bursaries as in the other Scotch colleges. Each student pays an entrance fee of 12*l.* and receives her board, washing, education, &c. free.

All but four had been pupil-teachers.

The Practising School.—The efficiency of the practising school and management of the boarding house continue to be quite satisfactory.

Drill, &c.—Drill, cookery, and laundry work are taught as formerly.

University Students.—During the winter session one junior student attended the English class at the University.

RESULTS.

Drawing :—

Passes, first class	27
„ second class	26
Certificates	1

Science.

Subject.	Class.	Stage.	No. presented.	Passed.		Failed.
				First Division.	Second Division.	
Physiography	2nd year	Advanced	26	1	16	9
„	„	Elementary	1	—	—	1
„	1st year	„	29	3	—	26

Christmas Examination.—The results of the examination for certificates, 1893, are given in the tables following this report. The average place of the candidates at the July admission examination, 1891, exclusive of 20 English candidates, was 306·7. That with this much lower average place at admission the result should be, at the end of two years' training 4 passes in the first, 21 in the second, and 4 in the third division, is very creditable to all concerned.

Of the 58 candidates of both years, 43, or 74·1 per cent., are in the first and second divisions, and 5, or 8·6 per cent., are in the first division.

COMMITTEE.

The members of the committee of management present at the meeting of the board were the Very Rev. the Dean of Edinburgh, H. Y. D. Copland, Esq., and George J. Wood, Esq.

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Ogilvie in May and November.

Staff.—David Ross, M.A., B.Sc., LL.D., Principal; James Beveridge, master of method; Daniel G. Miller, M.A., classics and history; Alex. M. Williams, M.A., English; Alex. V. Lothian, M.A., mathematics and science; D. B. Johnstone, A.Mus., music; A. L. Gorecki, French; John A. Monteith, drawing; Beatrice Fenwick, lady superintendent; Mary Allan, assistant lady superintendent; J. Lamond, superintendent of boarding house; T. Lindsay, drill instructor.

Health of Students.—Health of students remarkably good. No case of a serious kind to report on.

The number of the students during the past year was :—

MALES.

First year - - - - - -	29
Second year - - - - - -	32
	61

FEMALES.

First year - - - - - -	53
Second year - - - - - -	45
	98

These may be further divided into two classes, viz. :—

1. Students holding Queen's scholarships :—

MALES.

	£
15, each - - - - - -	26
46 „ - - - - - -	23

FEMALES.

2, each - - - - - -	18
6 „ - - - - - -	15
12 „ - - - - - -	10
20 „ - - - - - -	8

2. Ordinary or self-supporting students :—

Female - - - - - -	58

All the students but one female had been pupil-teachers.

The Practising School.—The condition of the practising school is of the same satisfactory character as in previous reports.

The Boarding House.—Mrs. Lamond's management of the boarding-house is entirely satisfactory. A considerable sum has been expended during the year in increased lavatory accommodation, &c.

Drill, &c.—Drill, cookery, and laundry are taught on the former lines.

University Students.—

1. (*a.*) New entrants (passed in July 1893) - -	14
(*b.*) End of first year - - - -	15
(*c.*) „ second year - - - -	16

2. *Classes attended :*—10 senior, and 15 middle Latin; 8 senior, and 12 middle Greek; 1 senior and 40 middle mathematics; 6 English literature; 8 moral philosophy; 2 natural philosophy. The prohibition of logic (except under restrictions as to marks) has transferred 14 students from that subject to mathematics.

RESULTS.

Drawing :—

Passes, 1st class - - - -	100	179
„ 2nd class - - - -	79	
Certificates - - - - -	50	

Science.

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Division.	Second Division.	
Mathematics:					
(*a.*) Solids - -	Men, 1st year	29	21	—	8
(*b.*) Fluids - -	Men, 1st year	29	9	—	20
Light - - -	Men, 2nd year -	31	2	19	9
Physiography - -	All classes -	155	100	23	32

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report.

The average place of the males at the July examination, 1891, was 72, and of the females 183. At the end of two years' training 37 passed in the first, 35 in the second, 4 in the third, and 1 below the third division.

Out of 159 candidates of both years, 142, or 89·3 per cent., are in the first and second divisions, as against 89·8 per cent. last year. It may also be noted that 57, or 35·8 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were Sir J. N. Cuthbertson, Rev. John Watt, D D., Rev. R. K. Monteith, B.A., James Graham, Esq., LL.D., and Professor Laurie.

GLASGOW FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Ogilvie in May and November.

Staff.—Thomas Morrison, M.A., LL.D., Principal; John Kerr, M.A., LL.D., mathematics; Edmund Boyd, master of method; Thomas M. Morrison, M.A., history and physiography; James White, English and drawing; Wm. M. Miller, music; A. Gorecki, French; Mrs. James, lady superintendent; Mrs. Black, cookery; Miss Clark, music; Sergt.-Major Pearcey, drill.

Health of Students.—Medical report is perfectly satisfactory. Only a few ailments of a trivial character.

Number of students in attendance, 1893 :—

MALES.

First year - - - - - -	31
Second year - - - - -	32
	63

FEMALES.

First year - - - - - -	54
Second year - - - - - -	43
	97

SCHOLARSHIPS.

MALES.

	£
49, each	25
14 „	23

FEMALES.

2, each	18
6 „	15
12 „	10
20 „	8

Fifty-seven female students were self-supporting. All the students, both male and female, had been pupil-teachers.

The Practising School.—The practising school continues to be numerously attended and efficiently taught.

Drill, &c.—Drill, cookery, and laundry are taught as formerly.

University Students.—Attending during the present session :—

1. (*a.*)	Who passed entrance examination last July	9
(*b.*)	At the end of first year	26
(*c.*)	„ of second year	21
	Total	56

2. *Classes attended* :—Eight attended the senior, and 12 middle, Latin ; 14 senior, and 19 middle, Greek ; 7 senior, and 6 middle, mathematics ; 20, English literature ; 22, logic ; 19, moral philosophy ; 11, natural philosophy ; 1, astronomy.

RESULTS.

Drawing :—

Passes	98 1st class.
„	104 2nd class.
Certificates	12 1st class.
„	53 2nd class.

Science.

———	No. presented.	1st Class.	2nd Class.	Failures.
Physiography—Males, 2nd year	32	17	15	0
„ Females, 2nd year	54	26	22	6
Theoretical Mechanics—Males, 2nd year	32	5	20	7

———	No. presented.	Pass.	Failures.
Physiography—Males, 1st year	31	27	4
„ Females, 1st year	42	27	15
Theoretical Mechanics—Males, 1st year	31	22	9

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1891 was 32, and of the females 54. At the end of two years' training 57 passed in the first division, 30 in the second, and 1 in the third division.

Out of 160 candidates of both years, 157, or 98·1 per cent., are in the first and second divisions, as against 94·2 per cent. last year. It may also be noted that 95, or 59 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Principal Douglas, D.D., Rev. James Brown, Hugh Brown, Esq., and James Parlane, Esq.

ABERDEEN CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Stewart in April and October.

Staff.—Joseph Ogilvie, M.A., LL.D., Principal; Peter J. Anderson, M.A., LL.B. mathematics and science; David Craib, M.A., English and classics; J. Hoffmann, L.R.A.M., music; George Brown, drawing; Alfred McLeod, elocution; Major Cruden, physical training; Elizabeth Cleland, French, &c.; Ella G. Worship, sewing; Isabella Clarke, domestic economy; Jessie Morrison, mistress of method; Wm. Stephenson, M.D., medical officer.

Health of Students.—The medical officer reports the health of the students as being very satisfactory. One serious case ended fatally. Besides this there were only a few minor ailments.

Attendance.—The number of students in attendance during the past session was :—

MALES.

First year	10
Second year	10
	20

FEMALES.

First year	29
Second year	31
	60

SCHOLARSHIPS.

MALES.

	£
7, each	25
13 „	20

FEMALES.

2, each	18
6 „	15
32 „	10

There are, in addition, 20 self-supporting female students :—

All but two male and five female students had been pupil-teachers.

The Practising School.—The attendance and efficiency of the practising school are well maintained. The improvement effected by Miss Morrison as mistress of method deserves special mention. I was struck by the pleasant distinctness of the answering in all classes.

Boarding House.—The management of the boarding house is all that could be wished.

Drill.—Major Cruden and his assistant are still well to the front in this important branch. In respect of spirit, variety of exercise and precision, nothing could be better.

Cookery, &c.—Cookery and laundry are taught as formerly.

University.—This year for the first time the University of Aberdeen appointed a lecturer on Education. The appointment was given to Dr. Joseph Ogilvie, the Principal of this College. The department recognise the lectures as sufficient for the purpose of Art. 102 (*c*).

University Students.—The number of students attending the university during session 1893–94 in terms of Art. 102 of the Code is:—

		Males.	Females.
(*a.*)	Who passed the entrance examination in July 1893	5	3
(*b.*)	" " " " 1892	4	—
(*c.*)	" " " " 1891	3	—
(*d.*)	" " " " 1890	3	—
	Totals	15	3

Classes attended:—Latin, 5 junior, 1 senior; mathematics, 4 junior, 6 senior; English, 3 (including 2 females); education, 10 (including 3 females); natural philosophy, 5; logic, 6; moral philosophy, 4; natural history, 4.

University Distinctions.—A former student graduated M.A. with second class honours in mathematics, and divided the Boxill Mathematical Prize of 30*l.* In addition 12 students gained class prizes, and 14 were placed in merit list.

RESULTS.

Drawing:—

Passes	107
Certificates, (1st class)	13
" (2nd class)	33

Science.

Subject.	Stage.	Students of	No. presented.	Passed.	Passed in		Failed.
					1st Class.	2nd Class.	
Practical Plane and Solid Geometry.	Elementary	1st year	20	18	—	—	2
" " and Solid Geometry.	"	2nd year	10	5	—	—	5
" (Geometrical Drawing).	"	2nd year	1	1	—	—	0
Mechanics (Fluids)	"	1st year	10	1	—	—	9
Human Physiology	"	1st year	5	4	—	—	1
" "	Advanced	2nd year	10	4	3	6	1
Physiography	Elementary	1st year	30	7	—	—	23
"	"	2nd year	3	0	—	—	3
"	Advanced	2nd year	38	23	3	20	15
Total			127	68	6	26	59

Christmas Examination.—The average place of the males at the entrance examination in July 1891 was 126·5, and of the females 198·6. At the end of two years' training 19 passed in the first, 19 in the second, and 2 in the third, and 1 below the third division.

Out of 79 candidates of both years only 5 fall below the second division, and 35, or 44·3 per cent., are in the first division.

COMMITTEE.

The members of the committee of management who were present at the meeting of the board were the Rev. Dr. Cooper, Professor Stewart, Alexander Simpson, Esq.

ABERDEEN FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Stewart in April and October and November.

Staff.—John Adams, M.A., B.Sc., Principal; John L. Mackenzie, B.A., B.Sc., mathematics and science; John Downie, M.A., Latin and English; George Davidson, physiography and school subjects; Alex. Bremner, M.A., B.Sc., practising school; Wm. Litster, music; John Hay, drawing; Major Cruden, drill; Robert. B. Bateman, Mus. Bac., instrumental music; Mrs. Black, cookery; Dr. Urquhart, medical officer; Agnes Walker, LL.A., lady superintendent.

Health of Students.—The health of the students is reported as being on the whole satisfactory. One student has had a serious illness, and another on the advice of her family medical attendant has been withdrawn from her studies.

There were in regular attendance the following students:—

Males.	
First year	12
Second year	12
	24
Females.	
First year	28
Second year	27
	55

These may be further divided into two classes, viz.:

1. Students holding Queen's scholarships:—

	£
Males.	
8, each at	25
15 „	23
1 „	21
Females.	£
2, each at	18
6 „	15
12 „	10
20 „	8

2. Ordinary or self-supporting students:—

Females	15

All but three male and five female students had been pupil-teachers.

Practising School.—The practising school maintains its high efficiency. Miss Walker's skill and fidelity as lady superintendent are as hitherto all that could be desired.

Drill.—In this and in the E. C. College the instruction, the variety and excellence of the exercises are the same.

Cookery.—This year the junior students attended lectures and did practical work at the cookery school under the Aberdeen Educational Trust. The senior students got their instruction in cookery and laundry as in former years.

University Students.—The number of students attending the University during the present session in terms of Art. 102 (*a*) of the Code is as follows:—

(*a.*)	Students who passed the admission examination in July 1893	2
(*b.*)	Students at end of first year	7
(*c.*)	„ „ second year	1
	Total	10

Classes attended:—4 attend natural philosophy; 3 senior mathematics; 2 junior mathematics; 4 English; 2 junior Greek; 1 honours Latin; 1 honours Greek; 2 junior Latin; 2 senior Latin; 1 moral philosophy; 1 logic.

RESULTS.

Drawing:—

2nd Class	60
1st Class	43
Certificates, 2nd Class	13
2 *D's* under old regulations, 1st Class	4

Science.

Subjects.	Class.	Number examined.	Number passed.	Number Failed.	Number in Advanced Stages who passed in the	
					First Division.	Second Division.
Agriculture	1st year, males	12	11	1	—	—
„	2nd „ „	12	12	—	6	6
Geometry	1st year, males	7	7	—	—	—
„	„ „ females	16	12	4	—	—
„	2nd „ males	1	1	—	—	—
„	„ „ females	1	1	—	—	—
Physiography	1st year, males	12	9	3	—	—
„	„ „ females	26	11	15	—	—
„	2nd year, males	12	9	3	4	5
„	„ „ females	26	16	10	6	10
Totals		125	89	36	16	21

Christmas Examination.—The results in the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1891 was 122, and of the females 189. At the end of two years' training 22 passed in the first, 16 in the second, and 1 in the third division.

Out of 79 candidates of both years only two passed below the first and second divisions. It may also be added that 39, or 49·3 per cent. of all the candidates, passed in the first division.

COMMITTEE.

The members present were the Rev. Prof. Salmond, D.D., the Rev. W. M. Clow, B.D., Hugh R. Souper, Esq., and Gray C. Fraser, Esq., secretary.

REPORT, *for the Year* 1893, *on* NEEDLEWORK, *in the* TRAINING COLLEGES *of* SCOTLAND, *by* THE HONOURABLE MRS. COLBORNE, DIRECTRESS OF NEEDLEWORK.

MY LORDS, 17th Feburary 1894.

I HAVE the honour to submit a short report on the needlework of the students attending the training colleges of Scotland, with a few comments on the work done by the candidates at the Queen's Scholarship Examination of 1893.

The average marks gained by the students were slightly lower than those of 1892, but the difference is so trifling that it has little significance, and we may fairly consider that there has been no falling off in the care bestowed on the subject by the authorities of the various colleges.

The students' powers of demonstrating on the blackboard have greatly increased, and nowadays it seldom occurs that a lesson on needlework is given without the attention of the scholars being secured by good diagrams on the blackboard. Formerly a needlework class lesson was apt to consist of little more than a few set phrases on how to do certain exercises and how to avoid certain faults, with perhaps an equally uninteresting explanation of technical terms, but at present a lesson on the subject shares the same popularity as other object lessons.

The test exercises of the acting teachers at the Christmas examination were much more satisfactory than they have hitherto been; the candidates had evidently prepared themselves more thoroughly than in former years, and in many instances their work would have compared most favourably with that of students who had had the greater advantage of a two years' course of instruction at a college.

The same improvement was noticeable in the needlework exercises at the Queen's Scholarship Examination; the average marks were 7 per cent. higher than those of 1892; this improvement is the more encouraging as the number of candidates has increased from 749 in 1892 to 1,123 in 1893.

It is only occasionally that I see the needlework of children attending the elementary schools of Scotland, I therefore feel it difficult to give a decided opinion on its merits, but I am anxious to avail myself of the opportunity afforded by a general report to beg that Her Majesty's Inspectors will set a higher value on good practical needlework, and on a fair knowledge of simple cutting out, than on small stitches or elaborate patterns. When the children in our public schools have been thoroughly grounded in the principles of plain needlework, there is little fear of their not, in later years, acquiring all necessary skill. During the earlier period of their school life, needlework should be treated simply as an elementary subject (of equal importance to girls as reading or writing), but all tendencies to excessive fineness of materials or stitches, to intricate shaping, to excessive trimming, or to other eye-straining exercises should be discouraged.

I beg leave to submit to my Lords the special reports on the training colleges.

I have the honour to be, &c.

RHODA E. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TRAINING COLLEGES.—SCOTLAND.

Aberdeen Church of Scotland.

2nd Year Students.

The teaching skill of the students reached a satisfactory standard, but their practical work at the certificate examination was somewhat lacking in finish. The paper patterns, though correct, showed the same weakness.

1st Year Students.

The test exercises were well carried out, some of the theoretical papers were excellent; but many of the students failed to remember that a first lesson in cutting out should be an explanation of the *principles* of cutting out illustrated by simple diagrams. The information and directions contained in several of the papers would often have been far beyond the receptive powers of a child just beginning the subject.

Aberdeen Free Church.

2nd Year Students.

The average standard in teaching skill reached by the students at their last examination was quite equal to that of former years. The paper patterns at the certificate examination were cut out correctly, but in several cases they were made up in a very faulty manner.

The garments, specimens, and diagrams worked during the year were excellent.

1st Year Students.

The theoretical part of the examination was most satisfactory; the papers were written with great care; the diagrams were numerous and showed clearly the different steps in gusset-making. The needlework tests were extremely neat and well done.

Edinburgh Church of Scotland.

2nd Year Students.

There has been further improvement in the teaching skill of the students; many of the lessons (especially those on knitting) were excellent. The actual stitches in the needlework exercises were good; but the paper patterns were sent up in a very unfinished state, many a nightgown appeared without sleeves or collar.

1st Year Students.

The needlework in the garments, which I examined at my annual visit to Edinburgh, was far more satisfactory than that in the test exercises worked at Christmas, many of the latter were wanting in neatness and finish.

The needlework papers were generally well expressed, and the information they contained was correct, but in some cases ignorance of the commonest rules of needlework was apparent.

EDINBURGH FREE CHURCH.

2nd Year Students.

The results of the Christmas examination in practical needlework were not, I regret to say, at all satisfactory; the exercises were sent up in such an unfinished state (especially the paper patterns) that only low marks could be awarded. Had the students but reached as high a standard at the December examination as they attained last October in class teaching, their position in the mark list would have been an excellent one.

1st Year Students.

The students have passed a satisfactory examination in practical needlework, but want of knowledge or inattention led many to write very faulty papers on the art of pleating.

EDINBURGH EPISCOPAL.

2nd Year Students.

The teaching powers of the students have reached a much higher standard than in former years, some of the class lessons were excellent; the instruction was practical and definite; time was not wasted in talking about matters which did not strictly belong to the subject under consideration, but simple clear directions were given to the scholars, whilst the teachers illustrated their explanations by sensible diagrams. The cutting-out exercises at the Christmas examination deserved praise.

1st Year Students.

The needlework exercises, though neat, did not attain a very high standard, and the diagrams were weak; the theoretical papers were also very unequal in quality, a few very good, but several very far from satisfactory.

GLASGOW CHURCH OF SCOTLAND.

2nd Year Students.

The results of the examination in teaching were very satisfactory; the needlework done by the students during the year was also thoroughly good. Finish and industry were shown in the paper patterns (one part of the Christmas test exercises).

1st Year Students.

The work of the junior students at the Christmas examination did not reach quite as high a standard as I had been led to expect it would have done, judging from the finished work in October, which was particularly good. The diagrams were often weak.

GLASGOW FREE CHURCH.

2nd Year Students.

At the autumn examination there was no falling off in the general character of the demonstration lessons, many were extremely good, and nearly all were illustrated by excellent diagrams.

The same ability to draw and cut out a good pattern was shown at the Christmas examination, many students receiving full marks for their neatly-finished paper garment. The needlework tests were also very satisfactory.

1st Year Students.

The information given in the needlework papers was arranged with care and method, the diagrams illustrating the subject were excellent. Great neatness and thoroughly good work were shown in the carrying out of the needlework tests (Christmas examination).

REPORT, *for the Year* 1893, *by* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *in the* TRAINING COLLEGES *of* SCOTLAND.

MY LORDS,

I HAVE the honour to present my reports and those of my colleague Mr. McNaught on the results of our inspection of training colleges during the past year. We have from time to time expressed our gratification at finding a steady progress in practical music, and this year's examination shows no falling off or retrogression, although of course the higher the standard already reached, the less easily noticeable and striking will be the results of further advance. It is to be hoped that all students in training colleges will steadily bear in mind the fact that their preparation is for the purpose of making them good teachers of children, and that the course of study they pursue is not merely for the sake of gaining marks; therefore, any subject which may afterwards prove of importance to them should be studied even if it does not bring them immediate gain. Amongst such subjects stands prominently the art of voice-production. No art requires more patience, power of observation, and systematic work, but any experience gained in it is of the highest value.

I have to express our great regret at the loss of Mr. Miller of Glasgow. He was an ardent lover of music and musical education, and as a teacher in the Free Church Training College he threw himself most heartily into the new state of things and the higher requirements of the present day. As might be expected, his students caught his zeal, and profited by the labour and time he so willingly bestowed on them. His loss will be widely felt.

I now give a short report on each college.

ABERDEEN (CHURCH OF SCOTLAND).—On the evening before the examination the choral classes gave a most interesting and excellent concert. The programme included pianoforte solos, duets, and quartets, songs, part-songs, choruses, and a portion of Gade's Cantata *The Erl King's Daughter*. Amongst the composers' names were Mozart, Rossini, Raff, Dvorak, Hoffmann, Smart, Hatton, and others. When the individual examination took place it seemed to me surprising that such good results could have been produced with such unequal material. The men did not come out well; with two or three exceptions they were very backward in music, not in most cases from want of natural taste, but I fear from want of proper personal and serious attention. The female students showed very good results, a few only were not in a forward state owing to an entire absence of musical training when pupil-teachers, the rest were not only well prepared, but showed considerable ability. The general study of the pianoforte by the female students is of the greatest value to them, but some are apt to forget that it does not and cannot supersede the power of singing well, and their vocal sight-reading was not always as good as might have been expected from such skilled instrumentalists. On the whole the results were highly creditable.

ABERDEEN (FREE CHURCH).

Mr. McNaught reports:—

"The songs were particularly good, and they were much better sung than before in my experience of this college. The time-tests were generally well

done, but the beating was not so generally satisfactory. The other tests had been adequately prepared. The choral performances were very good, the tone and blend of the voices being excellent. Several of the students played skilfully. On the whole the music is being satisfactorily attended to in this college."

EDINBURGH (CHURCH OF SCOTLAND).—Amongst the female students which I examined were a large number possessing unusually good voices and considerable natural musical taste; in fact, I have rarely, if ever, found such excellent material in Scotland. As a natural consequence the results of the individual examination were excellent, and following upon it a concert was given of the most interesting kind. The programme included, amongst other works, Gade's *Spring's Message*, and Hofmann's Cantata *Song of the Norns*. As I have stated in previous reports, a great impetus is given to the musical training by providing the students so liberally with lessons on the pianoforte; of the junior students 47 were being taught, and of the seniors 33, in all 80. We heard some meritorious class-playing by students in the various grades.

Mr. McNaught reports:—

"I examined all the male students. These were a good set, many of them possessing nice voices and showing good taste. The feature of the sight-singing was its confidence—a confidence approaching rashness in the case of some students. The ear-tests were, as a rule, well done. Great pains had been taken with the choral music. The performance would have been creditable to an experienced choral society."

EDINBURGH (EPISCOPAL).—A very nice performance of part songs and choruses by Schubert, Bishop, Mendelssohn, Smart, Sneddon, and others, preceded the individual examination. Both the choral classes, whether alone or in combination, sang with excellent taste and finish. In the sight-reading examination I noticed a general hesitation on approaching a modulation, and the beating of time was not as good as it should have been. In other respects the results were thoroughly satisfactory.

EDINBURGH (FREE CHURCH).—A capital selection of songs had been chosen, and many of them were very nicely sung. The weak point in the individual examination was the time, very few of the students which I examined had thoroughly learnt either how to read it or beat it. An interesting programme of madrigals, part-songs, quartets, and other pieces was excellently performed by the choral classes separately or jointly. At the close Mr. McNaught and I met the committee, and we stated our opinion as to the results of the examination.

Mr. McNaught reports:—

"The songs I heard were nearly all good, but they were not always so well adapted to the singer as one could wish. It was a very great advantage for the students to enjoy the assistance of the skilful accompanist engaged for the purpose of helping with the songs. The tests were fairly rendered, but with not quite enough fluency."

GLASGOW (CHURCH OF SCOTLAND).—The men were examined by me, and they did excellent work. The tests and questions were, with very few exceptions, mastered rapidly and smartly. There were many capital baritone voices among them. The examination of the female students was equally satisfactory; in fact the individual work reached a higher standard than it has ever done before in this college. The choral classes sang many part-songs, choruses, glees, &c., with good attack and much expression. An excellent selection of songs was presented, and, generally speaking, they were tastefully sung.

Mr. McNaught reports :—

"The songs were very good, but some were allotted without sufficient regard for capacity. An elaborate and independent accompaniment to even simple vocal music is a source of embarrassment to a weak singer. The tests were fairly well sung. There was some uncertainty on the part of students as to which method of notation they would use."

GLASGOW (FREE CHURCH).—The students examined by me (the majority of the females), though in some respects they reached a good standard of work, were conspicuously wanting in the matter of singing and beating in time. The modulations also were very seldom got through without a most unmusicianlike break in the rhythm. The songs had been carefully prepared, and were, for the most part, sung with considerable taste. The choral classes sang some anthems, part songs, and madrigals excellently. At the close of the performance we met the committee and reported to them the results of the examination.

Mr. McNaught reports :—

"The tests were sung with unusual fluency. There was a tendency to sing time-tests too quickly. Students when singing separately are very apt to adopt a quick metronome rate which they apply to everything they do. When monotone time exercises are thus treated and sung to *lah* or *doh* the syllable generally degenerates into the ugly effect *ler* or *der*. This pronunciation is only too frequently tolerated in schools.

"I hope I may be allowed to add an expression of my great regret at the decease of Mr. W. M. Miller. As college teacher Mr. Miller must have been the means of musically educating more school teachers than any other professor in Scotland. But outside the college his work in connexion with school music was even more extensive and beneficial. Music in Scotch elementary schools, therefore, owes a great debt to Mr. Miller. Former reports upon our examinations have repeatedly borne testimony to his energy and skill."

I have the honour to be, &c.

JOHN STAINER.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

CHRISTMAS EXAMINATION, 1893.

TABLE showing the AVERAGE NUMBER of MARKS obtained by STUDENTS of the SECOND YEAR in PRACTICAL SKILL in MUSIC.

MALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	32	44
„ Free Church - - -	32	45
Glasgow, Church of Scotland - -	31	45
„ Free Church - - -	31	45
Aberdeen, Church of Scotland - -	10	35
„ Free Church - - -	10	46
Total - - -	146	44

FEMALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	42	47
„ Free Church - - -	52	45
„ Episcopal - - -	27	45
Glasgow, Church of Scotland - -	45	46
„ Free Church - - -	54	45
Aberdeen, Church of Scotland - -	31	44
„ Free Church - - -	26	46
Total - - -	277	46

* The maximum number being 50.

List of Training Colleges under Inspection in Scotland.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh (Church of Scotland), Castle Hill Terrace.	S. S. Laurie, Esq., 16, Chambers Street, Edinburgh.
Edinburgh (Free Church), Moray House	J. Watt, Esq., Free Church Educational Committee, Edinburgh.
Glasgow (Church of Scotland), Dundas Vale.	S. S. Laurie, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow (Free Church) - -	A. S. Baird, Esq., Free Church Training College, Glasgow.
Aberdeen (Church of Scotland) -	Messrs. Simpson & Cruden, 13, Bridge Street, Aberdeen.
Aberdeen (Free Church) - -	G. C. Fraser, Esq., Free Church Training College, Charlotte Street, Aberdeen.
For Mistresses only.	
Edinburgh (Scot. Epis.), Dalry House -	Rev. J. R. Leslie, Dalry House, Edinburgh.

STATISTICS FOR THE YEAR 1893.

TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE in 1893; and NUMBER of STUDENTS in 1894.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1893.		Expenditure in 1893.	Number of Students in 1894.					
							Admitted.			Accommodation for		
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.		Male.	Female.	Total.	Male	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of Scotland - -	14,699 7 10	11,847 8 0	26,546 15 10	15,269 6 0	3,777 14 7	19,047 0 7	134	309	443	—	—	—*
Free Church - - - -	14,467 18 6	7,492 10 0	21,960 8 6	14,876 2 0	3,184 2 7	18,060 4 7	147	290	437	—	—	—*
Episcopal - - -	- - -	- - -	- - -	1,768 1 9	772 0 0	2,540 1 9	—	59	59	—	60	60
Total - -	29,167 6 4	19,339 18 0	48,507 4 4	31,913 9 9	7,733 17 2	39,647 6 11	281	658	939	—	—	—

* The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh, part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

TRAINING COLLEGE.	Number of Officers.		Number of Students in training, February 1893.			Number who quitted College at end of 1893.	Number of new Admissions in 1894.	Number of Students in training, February 1894.			Accommodation for.	Passed for.
	In College (including Principal).	In Practising School.*	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
CHURCH OF SCOTLAND at - - - Aberdeen, *Male* -	10	—	20	—	20	10	6	16	—	16	†	443
„ *Female* -			60	—	60	31	47	76	—	76	†	
Edinburgh, *Male* -	11	—	63	—	63	34	27	56	—	56	†	
„ *Female*			97	—	97	43	56	110	—	110	†	
Glasgow, *Male* -	11	—	61	—	61	33	34	62	—	62	†	
„ *Female* -			99	—	99	45	69	123	—	123	†	
FREE CHURCH OF SCOTLAND, at - - Aberdeen, *Male* -	9	—	24	—	24	11	10	22	—	22	†	442
„ *Female* -			56	—	56	28	27	65	—	65	†	
Edinburgh, *Male* -	10	—	65	—	65	35	35	65	—	65	†	
„ *Female*			95	—	95	53	60	102	—	102	†	
Glasgow, *Male* -	9	1	63	—	63	32	29	60	—	60	†	
„ *Female* -			97	—	97	54	80	123	—	123	†	
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh, *Female* - - - - -	8	—	58	—	58	28	29	59	—	59	60	60
Total - - -	68	1	858	—	858	438	509	939	—	939	60	945

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

† The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh, part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts					
	1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations—	
	a. Under Revised Code.	*b.* From Science and Art Department.	*a.* Inalienable from the College by Law.	*b.* Alienable from the College at Discretion.	*a.* From Individuals.	*b.* From Diocesan Boards and other Charitable Bodies.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen -	3,058 0 1	120 0 0	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	5,737 11 0	303 0 0	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow -	5,760 14 11	290 0 0	- - -	- - -	- - -	- - -
FREE CHURCH OF SCOTLAND at Aberdeen -	3,041 19 5	127 0 0	- - -	- - -	- - -	26 12 1
FREE CHURCH OF SCOTLAND at Edinburgh	5,579 5 0	279 0 0	- - -	- - -	- - -	144 1 10
FREE CHURCH OF SCOTLAND at Glasgow -	5,530 7 7	318 10 0	- - -	- - -	- - -	123 8 1
EPISCOPAL CHURCH at Edinburgh - - -	1,678 11 9	89 10 0	- - -	- - -	142 3 6	17 0 0
Total - - -	*30,386 9 9	1,527 0 0	- - -	- - -	142 3 6	311 2 0

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed, audited, and 1st of September (Art. 90 *a*), and the balance as soon as possible after the close of the year (Art. 90, *c*).

	Paid *in* 1893.
Grant for 1892	£6,242 9 9
,, 1893	24,144 0 0
Total	30,386 9 9

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts								
	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.	9. Replacement of Furniture and Repairs to Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen -	1,798 13 1	87 15 0	223 10 10	135 19 3	910 11 8	46 19 7	96 19 3	89 6 4	23 12 8	43 7 4
CHURCH OF SCOTLAND at Edinburgh	2,568 3 0	346 13 0	581 17 10	207 11 7	2,074 9 1	83 16 2	267 6 6	149 13 9	52 7 8	167 0 4
CHURCH OF SCOTLAND at Glasgow -	2,565 3 5	362 13 6	635 18 3	197 10 1	1,963 7 2	53 11 7	119 3 2	98 11 4	58 14 6	449 17 4
FREE CHURCH at Aberdeen -	1,725 2 6	70 0 0	216 11 5	101 0 6	969 10 0	- - -	67 10 0	33 19 0	12 12 0	44 15 0
FREE CHURCH at Edinburgh	2,704 1 6	312 5 0	522 10 3	160 1 7	2,259 13 10	41 13 11	208 14 5	99 17 1	47 6 11	264 15 8
FREE CHURCH at Glasgow -	2,891 14 0	468 16 0	551 7 2	80 13 0	1,996 0 0	- - -	125 11 1	41 14 3	15 0 0	187 13 11
EPISCOPAL CHURCH at Edinburgh -	979 4 0	4 3 0	167 4 1	58 3 1	613 0 6	- - -	86 12 2	68 15 1	27 6 6	139 19 0
Total - -	15,232 1 6	1,652 5 6	2898 19 10	940 19 1	10,786 12 3	226 1 3	971 16 7	581 16 10	237 0 3	1,297 8 7

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost of maintenance the bursaries entered under No. 4, paid to them towards it), *vide* special arrangement stated in Report of Committee of Council on

Training Colleges, in the Year ended 31st December 1893.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
532 7 6	- - -	- - -	- - -	- - -	160 0 0	- - -	3,870 7 7
1,359 0 0	- - -	- - -	- - -	- - -	331 14 9	- - -	7,731 5 9
1,128 13 0	- - -	48 1 0	- - -	- - -	197 6 0	93 4 3	7,517 19 2
283 5 6	- - -	- - -	- - -	- - -	174 8 4	17 2 2	3,670 7 6
948 5 0	- - -	- - -	- - -	- - -	418 5 11	- - -	7,368 17 9
379 1 0	- - -	108 14 0	- - -	- - -	302 14 6	†386 10 1	7,149 5 3
410 5 0	- - -	- - -	- - -	- - -	144 7 2	5 5 6	2,487 2 11
5,040 17 0	- - -	156 15 0	- - -	- - -	1,728 16 8	502 2 0	39,795 5 11

and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the 1st of March, 1st of June

Grant *for* 1893.

Paid in 1893	£24,144 0 0
,, 1894	6,419 1 9
Total	£30,563 1 9

† From Practising Schools.

Training Colleges, in the Year ended 31st December 1893—*continued.*

actually disbursed during the Year).

10. Rent, Rates, Taxes, and Insurance.	11 Practising School Fees.	12. See Footnote.*	13. Total Cost of Training.	14. Deduct Grants paid by Science and Art Department.	15. Certified Expenditure Art. 89(*a*).	16. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			17. Total Expenditure of College.
						Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
233 13 10	160 0 0	383 6 8	4,233 15 6	120 0 0	4,113 15 6	- -	- - -	41 9 11	3,891 18 9
524 4 2	320 0 0	708 10 0	8,051 13 1	303 0 0	7,748 13 1	- -	87 4 0	237 0 1	7,667 7 2
404 9 11	320 0 0	920 16 8	8,149 16 11	290 0 0	7,859 16 11	- -	10 9 0	248 5 5	7,487 14 8
214 2 5	160 0 0	528 16 8	4,143 19 6	127 0 0	4,016 19 6	- -	- - -	21 0 10	3,636 3 8
92 18 5	320 0 0	619 0 0	7,652 18 7	279 0 0	7,373 18 7	- -	11 9 0	218 10 1	7,263 17 8
83 8 6	640 0 0	1,102 0 0	8,183 17 11	318 10 0	7,865 7 11	- -	- - -	78 5 4	7,160 3 3
112 9 4	116 0 0	- - -	2,372 16 9	89 10 0	2,283 6 9	- -	- - -	167 5 0	2,540 1 9
1,665 6 7	2,036 0 0	4,262 10 0	42,788 18 3	1,527 0 0	41,261 18 3	- -	109 2 0	1,011 16 8	39,647 6 11

which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and lodging of the Students and Education, 1864-5 p. 31, and note at foot of Table 1.

(No. 4.)—Table showing how much of the Cost of a Student in each Training College was owing to Tuition, Keep, and General Expenditure in 1893.

	Training College.	Number of Students.	Actual Amount of Expenditure under Three Heads, and in the Aggregate.				Amount of Annual Cost *per Student* under each Head, and in the Aggregate.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total. *	I. *	II.	III.	Total. *
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
For Mistresses only.	Edinburgh (Episcopal).	57	1,266 11 1	795 14 3	310 11 5	2,372 16 9	22 4 5	13 19 2	5 9 0	41 12 7
For both Masters and Mistresses.	Aberdeen (Church of Scotland).	80	2,269 18 11	1,550 16 2	413 0 5	4,233 15 6	28 7 6	19 7 8	5 3 3	52 18 5
	Aberdeen (Free Church).	80	2,171 13 11	1,612 7 8	359 17 11	4,143 19 6	27 2 11	20 3 1	4 10 0	51 16 0
	Edinburgh (Church of Scotland).	160	3,816 13 10	3,336 3 2	898 16 1	8,051 13 1	23 17 1	20 17 0	5 12 4	50 6 5
	Edinburgh (Free Church).	160	3,858 16 9	3,276 6 2	517 15 8	7,652 18 7	24 2 4	20 9 6	3 4 9	47 16 7
	Glasgow (Church of Scotland).	160	3,883 15 2	3,214 4 5	1,051 17 4	8,149 16 11	24 5 5	20 1 9	6 11 6	50 18 8
	Glasgow (Free Church).	160	4,551 17 2	3,280 5 4	351 15 5	8,183 17 11	28 9 0	20 10 0	2 3 11	51 2 11
		857	21,819 6 10	17,065 17 2	3,903 14 3	42,788 18 3	25 9 3	19 18 3	4 11 1	49 18 7

* Includes cost of instruction in Science and Art subjects, for which grants are made by the Science and Art Department (*see* column 1 of Income and column 14 of Expenditure, Table No. 3).

No. 5.—Summary of Results of Examination of Candidates for Admission into Training Colleges, and for the Office of Teacher, under Articles 60 and 79 of the Scotch Code.

Midsummer 1893.

Males.

	Pupil Teachers.	Non-pupil Teachers.	Total.
Passed :—1st Class - - -	56	0	56
2nd Class - - -	78	3	81
3rd Class - - -	73	2	75
Total :—Passed - - -	207	5	212
Failed - - -	47	11	58
Total presented - - -	254	16	270

Females.

Passed :—1st Class - - -	214	3	217
2nd Class - - -	321	14	335
3rd Class - - -	257	20	277
Total :—Passed - - -	792	37	829
Failed - - -	246	48	294
Total presented - - -	1,038	85	1,123

No. 6.—Summary of Results of Examination of Students in Training Colleges. Christmas, 1893.

Males.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Edinburgh, Church of Scotland	33	12	16	5	—	29	14	10	4	1
„ Free Church	35	18	12	5	—	29	11	16	2	—
Glasgow, Church of Scotland	*33	17	13	2	1	29	15	11	3	—
„ Free Church	32	20	12	—	—	30	19	10	1	—
Aberdeen, Church of Scotland	10	4	6	—	—	10	6	3	1	—
„ Free Church	12	5	7	—	—	12	7	5	—	—
Total	155	76	66	12	1	139	72	55	11	1

Females.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Edinburgh, Church of Scotland	42	25	15	2	—	54	6	33	14	1
„ Free Church	53	27	21	5	—	39	20	17	2	—
„ Episcopal	†29	4	21	4	—	29	1	17	11	—
Glasgow, Church of Scotland	44	20	22	2	—	53	5	39	9	—
„ Free Church	†56	37	18	1	—	42	19	22	1	—
Aberdeen, Church of Scotland	31	15	13	2	1	28	10	17	1	—
„ Free Church	†29	17	11	1	—	26	10	16	—	—
Total	284	145	121	17	1	271	71	161	38	1

* Including one student of the second year in 1892.

† Including two students of the second year in 1892.

(No. 7.)—Tabulated Results of Examination, Christmas, 1893.

Per-centage of Marks obtained in each Subject.

Male Students of the Second Year.

Training College.	No. exam^{d}.	Algebra, Mensuration, and Arithmetic.	Composition.	English.	* Geography and Physiography.	Geometry.	* History.	Music.	Penmanship.	Political Economy.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	33	42†	69	51	79	56†	55	86	68	75	78	52‖	78	25	6
„ Free Church - -	35	51‡	61††	50††	76	52‡	57	87	70	78	80	58¶	77	26	7
GLASGOW, Church of Scotland - -	33	48§	65**	56**	76	58§	59	86	64	78	81	56	77	25	6
„ Free Church - - -	32	59‡‡	59	57	78	72‡‡	68	89	70	77	80	58	76	24	8
ABERDEEN, Church of Scotland -	10	45§§	57	48	77	52§§	55	71	67	75	84	58	77	6	1
„ Free Church - - -	12	49††	55	53	75	55††	56	89	67	74	86	56	78	7	5
TOTAL - - - -	155	51	62	53	77	59	59	86	68	76	81	56	77	113	33

* Only a portion of the Second year Students were examined in these subjects, but the marks of those who passed at the Admission Examination, or at the end of their First Year, have been included in these results.

† Excluding 9 University Students.
†† Excluding 3 University Students
** Excluding 1 University Student.
‖ Excluding 13 University Students.
¶ Excluding 19 University Students.
‡‡ Excluding 2 University Students.
‡ Excluding 5 University Students.
§ Excluding 15 University Students.
§§ Excluding 4 University Students.

(No. 7.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.								Science. VI*a*.				VI*b*.	
									Theoretical Mechanics (Solids).				Theoretical Mechanics (Fluids).	
	Latin.		Greek.		German.		French.		Advanced.		Elementary.		Elementary.	
	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.
EDINBURGH, Church of Scotland -	27	32	6	41	—	—	14	43	—	—	—	—	—	—
„ Free Church - -	13	39	11	48	—	—	10	55	—	—	5	58	5	60
GLASGOW, Church of Scotland -	32	48	2	70	—	—	—	—	—	—	—	—	—	—
„ Free Church - -	24	52	2	48	—	—	2	44	32	40	—	—	—	—
ABERDEEN, Church of Scotland -	7	46	1	74	—	—	7	59	—	—	—	—	—	—
„ Free Church - -	8	57	1	64	—	—	8	65	—	—	—	—	—	—
TOTAL - - - -	111	44	23	50	—	—	41	53	32	40	5	58	5	60

(No. 7.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Science. VIII. Sound, Light and Heat. Elementary.		VIIIA. Sound. Advanced.		VIIIB. Light. Advanced.		IX. Magnetism and Electricity. Elementary.		XIV. Human Physiology. Advanced.		XXIII. Physiography. Advanced.		Physiography. Elementary.		XXIV. Agriculture. Advanced.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland	31	61	1	67	1	38	2	38	—	—	34	64	—	—	—	—
„ Free Church	—	—	32	50	—	—	—	—	—	—	31	55	1	56	—	—
GLASGOW, Church of Scotland	1	55	—	—	32	39	—	—	—	—	31	55	2	38	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	32	62	—	—	—	—
ABERDEEN, Church of Scotland	—	—	—	—	—	—	—	—	10	45	10	52	—	—	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	12	50	—	—	12	65
TOTAL	32	61	33	51	33	38	2	38	10	45	150	58	3	44	12	65

(No. 8.)—Tabulated Results of Examination, Christmas, 1893.

Per-centage of Marks obtained in each Subject.

Male Students of the First Year.

Training College.	No. exam^{d}.	Algebra and Mensuration.	Arithmetic.	Mental Arithmetic.	Composition.	English.	* Geography and Physiography.	Geometry.	* History.	Music.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	29	61	84	58	62†	61†	69	85	64	89	66	82	59	19	9
„ Free Church - -	29	55‖	85	54	73‡	63‡	67	86‖	61	96	68	82	57	22	6
GLASGOW, Church of Scotland - -	29	63	87	56	69	65	73	84	68	90	67	77	52	21	7
„ Free Church - - -	30	58††	88	55	69	70	69	80††	66	97	71	78	64	21	7
ABERDEEN, Church of Scotland - -	10	52¶	87	66	72‡	70‡	69	75¶	64	95	72	82	65	8	1
„ Free Church - - -	12	61§	82	63	66‡	64‡	68	69§	65	94	68	80	53	10	1
TOTAL - - - - -	139	59	86	57	69	66	69	83	65	93	68	80	58	101	31

* Only a portion of the First year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results.

† Excluding 18 University Students. ‖ Excluding 4 University Students. ‡ Excluding 2 University Students.

†† „ 13 „ „ ¶ „ 6 „ „ § „ 1 „ „

(No. 8.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Languages.								Science. VIA. Theoretical Mechanics (Solids).			
	Latin.		Greek.		German.		French.		Advanced.		Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland -	12	66	7	51	—	—	15	63	—	—	—	—
„ Free Church - -	14	70	6	57	—	—	9	61	1	67	7	64
GLASGOW, Church of Scotland - -	14	72	—	—	—	—	—	—	—	—	29	63
„ Free Church - - -	3	68	10	71	—	—	—	—	—	—	31	64
ABERDEEN, Church of Scotland - -	3	61	—	—	—	—	7	61	—	—	—	—
„ Free Church - - -	6	69	2	67	—	—	8	53	—	—	—	—
TOTAL - - - -	52	69	25	62	—	—	39	60	1	67	67	64

(No. 8.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Science.											
	VIB.		VIII.		VIIIA.		XIV.		XXIII.		XXIV.	
	Theoretical Mechanics (Fluids).		Sound, Light and Heat.		Sound.		Human Physiology.		Physiography.		Agriculture.	
	Elementary.		Elementary.		Advanced.		Elementary.		Elementary.		Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland -	—	—	26	59	3	52	—	—	29	59	—	—
„ Free Church - -	—	—	28	52	—	—	—	—	24	58	—	—
GLASGOW, Church of Scotland - -	29	54	—	—	—	—	—	—	29	64	—	—
„ Free Church - - -	—	—	—	—	—	—	—	—	31	67	—	—
ABERDEEN, Church of Scotland - -	10	47	—	—	—	—	5	64	1	68	—	—
„ Free Church - - -	—	—	—	—	—	—	—	—	12	60	12	67
TOTAL - - - -	39	52	54	55	3	52	5	64	126	62	12	67

(No. 9.)—Tabulated Results of Examination, Christmas, 1893.

Per-centage of Marks obtained in each Subject.

Female Students of the Second Year.

Training College.	No. exam^{d}.	Arithmetic and Algebra.	Composition.	Domestic Economy.	English.	Geography and Physiography.	* History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	42	64	74	88	69	82	78	91	72	70	84	64	83	27	9
„ Free Church - -	53	72	77	88	65	76	71	84	68	75	82	60	80	31	10
„ Episcopal - - -	29	60	72	82	69	69	61	87	70	72	87	58	79	6	9
GLASGOW, Church of Scotland -	44	62	73	83	69	76	64	88	77	67	85	67	80	24	8
„ Free Church - -	56	69	74	85	71	81	71	89	75	70	81	61	78	23	17
ABERDEEN, Church of Scotland -	31	63	72	86	68	75	69	83	65	71	86	61	79	8	13
„ Free Church - -	29	73	77	84	77	81	71	89	79	70	85	58	80	14	8
TOTAL - - - -	284	67	74	85	68	77	70	87	72	71	84	62	80	133	75

* Only a portion of the Second Year Students were examined in these subjects, but the marks of those who passed at the Admission Examination, or at the end of their first year have been included in these results.

(No. 9.)—Tabulated Results of Examination, Christmas, 1893.

FEMALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.						Science. XXIII.			
							Physiography,			
	Latin.		German.		French.		Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	42	60	40	67	1	39
„ Free Church	—	—	—	—	53	62	52	47	1	46
„ Episcopal	—	—	—	—	28	46	26	45	1	40
GLASGOW, Church of Scotland	—	—	—	—	44	60	8	52	37	59
„ Free Church	—	—	—	—	56	62	54	60	—	—
ABERDEEN, Church of Scotland	—	—	—	—	31	72	28	40	3	46
„ Free Church	—	—	—	—	29	61	24	46	2	31
TOTAL	—	—	—	—	283	61	232	53	45	56

(No. 10.) Tabulated Results of Examination, Christmas, 1893.

Per-centage of marks obtained in each Subject.

Female Students of the First Year.

Training College.	No. exam^{d}.	Arithmetic and Algebra.	Mental Arithmetic.	Composition.	Domestic Economy.	English.	* Geography and Physiography.	* History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	54	70	49	57	67	64	68	70	94	61	73	82	80	18	18
„ Free Church - -	39	76	62	62†	70	74†	68	78	94	64	69	83	83‡	14	19
„ Episcopal - - -	29	67	52	70	65	75	65	63	90	60	71	83	80	6	7
GLASGOW, Church of Scotland -	53	66	38	56	69	65	63	70	86	68	70	79	79	19	17
„ Free Church - - -	42	74	51	61	76	75	63	70	96	82	71	81	82	19	11
ABERDEEN, Church of Scotland -	28	68	45	67	75	70	63	71	94	74	73	85	83	5	8
„ Free Church - - -	26	74	44	77	70	73	66	72	98	79	70	90	81	9	7
TOTAL - - - - - -	271	71	49	63	70	70	65	70	92	69	71	83	81	90	87

* Only a portion of the First Year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results.

† Excluding one University Student.

‡ Excluding three University Students.

(No. 10.)—Tabulated Results of Examination—Christmas, 1893.

FEMALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Languages.						Science. XXIII.			
	Latin.		German.		French.		Physiography.			
							Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	54	57	—	—	54	54
„ Free Church	—	—	—	—	39	67	10	49	30	67
„ Episcopal	—	—	—	—	29	51	—	—	29	44
GLASGOW, Church of Scotland	—	—	—	—	53	52	—	—	40	62
„ Free Church	—	—	—	—	42	60	—	—	42	59
ABERDEEN, Church of Scotland	—	—	—	—	28	67	—	—	29	44
„ Free Church	—	—	—	—	26	63	—	—	26	52
TOTAL	—	—	—	—	271	60	10	49	259	55

(No. 11.)—Results of Examination in Science of Training College Students.

Males.

Training College.	Total No. of Students examined for Certificates.	VIa. Theoretical Mechanics (Solids).							VIb. Theoretical Mechanics (Fluids).			VIII. Sound, Light and Heat.			VIIIa. Sound.			
		Advanced.				Elementary.			Elementary.			Elementary.			Advanced.			
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.	No.	Pass.	Fail.	No.	Pass.	Fail.	No.	1st.	2nd.	Fail.
EDINBURGH, Church of Scotland	62	—	—	—	—	—	—	—	—	—	—	57	30	27	4	1	3	—
„ Free Church	64	1	1	—	—	12	8	4	5	3	2	28	8	20	32	3	28	1
GLASGOW, Church of Scotland	62	—	—	—	—	29	21	8	29	9	20	1	—	1	—	—	—	—
„ Free Church	62	32	5	20	7	31	22	9	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	20	—	—	—	—	—	—	—	10	1	9	—	—	—	—	—	—	—
„ Free Church	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	294	33	6	20	7	72	51	21	44	13	31	86	38	48	36	4	31	1

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	VIIIb. Light. Advanced.				IX. Magnetism and Electricity. Elementary.			XIV. Human Physiology. Advanced.				XIV. Human Physiology. Elementary.		
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fail.
EDINBURGH, Church of Scotland	62	1	—	1	—	2	1	1	—	—	—	—	—	—	—
„ Free Church	64	—	—	—	—	—	—	—	—	—	—	—	—	—	—
GLASGOW, Church of Scotland	62	32	2	22	8	—	—	—	—	—	—	—	—	—	—
„ Free Church	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	20	—	—	—	—	—	—	—	10	3	6	1	5	4	1
„ Free Church	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	294	33	2	23	8	2	1	1	10	3	6	1	5	4	1

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	XXIII. Physiography.							XXIV. Agriculture.						
		Advanced.				Elementary.			Advanced.				Elementary.		
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fail.
EDINBURGH, Church of Scotland -	62	34	21	11	2	29	20	9	—	—	—	—	—	—	—
„ Free Church - -	64	31	9	19	3	25	17	8	—	—	—	—	—	—	—
GLASGOW, Church of Scotland - -	62	31	11	17	3	31	23	8	—	—	—	—	—	—	—
„ Free Church - - -	62	32	17	15	—	31	27	4	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland -	20	10	1	8	1	1	1	—	—	—	—	—	—	—	—
„ Free Church - -	24	12	4	5	3	12	9	3	12	6	6	—	12	11	1
TOTAL - - - -	294	150	63	75	12	129	97	32	12	6	6	—	12	11	1

(No. 12.)—Results of Examination in Science of Training College Students—*continued.*

FEMALES.

Training College.	Total No. of Students examined for Certificates.	XXIII. Physiography.						
		Advanced.				Elementary.		
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.
EDINBURGH, Church of Scotland - -	96	40	27	11	2	55	25	30
„ Free Church - - -	92	62	9	38	15	31	24	7
„ Episcopal - - -	58	26	1	16	9	30	3	27
GLASGOW, Church of Scotland - -	97	8	2	6	—	86	64	22
„ Free Church - - -	98	54	26	22	6	42	27	15
ABERDEEN, Church of Scotland - -	59	28	2	12	14	32	6	26
„ Free Church - - -	55	24	6	8	10	28	11	17
TOTAL - - - - -	555	242	73	113	56	304	160	144

QUEEN'S SCHOLARSHIP EXAMINATION, 1894.

REGULATIONS.

1. The Examination for admission into Training Colleges and for the Office of Assistant Teacher, called the Queen's Scholarship Examination, will be held on Tuesday, the 3rd of July, and also on Tuesday, the 18th of December 1894, at each of the Training Colleges, and at such other Centres as may be necessary.

2. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of May in the case of the July, and before the 1st of October in the case of the December Examination.

3. Candidates desirous of being examined at a Training College must make their own arrangements with the authorities of the College for securing a seat. To those who do not desire to sit for examination at a College, a choice of Centres is offered.

4. Candidates who have not been Pupil-teachers must be over eighteen years of age on the 1st of January or 1st of July next following the date of their Examination in July or December respectively.

5. Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.

6. Pupil-teachers or ex-pupil-teachers employed in Public or State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. Candidates who have not been pupil-teachers must forward to the Department, as directed, the form of medical certificate, duly filled up and signed, which is enclosed with Form 13.

7. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode or through any bookseller, price 6*d.* each.

8. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Training College for a period of training commencing with the Training College year next succeeding the date of the Queen's Scholarship Examination.

9. For the purposes of Article 70 (*e*) the Examinations in July and December 1894 will be counted as one and the same Examination.

10. Candidates are recommended to make themselves acquainted with Articles 60, 61, 70 (*e*), 78–80, 91–99, and 102 (*c*), and First Schedule of the Scotch Code.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. [30.]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare or Milton or Scott with clearness and force, and knowledge of meanings and allusions.

N.B.—Pupil-teachers employed in Public and State-aided Schools must perform these exercises at the inspection of their school next preceding the Examination at which they wish to present themselves. Ex-pupil-teachers will receive the marks for Reading given at the last inspection of their school before the expiration of their apprenticeship. Other candidates will be heard at the place of Examination.

Penmanship [30] and Dictation. [30.]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from Dictation.

English Grammar and Composition. [80.]—Paraphrase of a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Arithmetic. *Males.* [90.]—Arithmetic, generally.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Arithmetic and Algebra. *Females.* [90.]

Arithmetic, generally.

Algebra.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, simple equations of one unknown quantity, with easy problems.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Mathematics. *Males only.* [90.]

Euclid.—Books I., II., III., IV., [and the first nine propositions of Book VI.,] with simple deductions.

The portion enclosed in brackets will be omitted at the December Examination.

Algebra.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems.

Mensuration.—Of triangles, parallelograms and plane surfaces.

MATHEMATICS. Females. See Note under Special Subjects.

Geography. [50.]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

Candidates who pass with credit in this subject at the Queen's Scholarship Examination may, in the subsequent examination for certificates, omit the paper in Geography, and they will be credited with the marks gained at this examination. Candidates who fail to pass in this subject will be marked "G" in the Class List.

This regulation does not apply to candidates examined before 1892.

Note.—*With a view of encouraging the study of this subject, the Council of the Royal Geographical Society offer one prize of 5l. and three prizes of books for males, and one prize of 5l. and three prizes of books for females—for those candidates who obtain the highest marks in Geography at the Queen's Scholarship Examination.*

History. [**50.**]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Candidates who pass with credit in this subject at the Queen's Scholarship Examination may, in the subsequent examination for certificates, omit the paper in History, and they will be credited with the marks gained at this examination. Candidates who fail to pass in this subject will be marked "H" in the Class List.

This regulation does not apply to candidates examined before 1892.

Teaching. [**60.**]—To give a collective or class lesson on any subject taught in Public or State-aided Schools. (An object lesson may be required.)

Marks for giving a lesson can only be obtained by pupil-teachers who have been employed in Public and State-aided Schools. The lesson must be given at the Inspector's visit to the school next preceding the Queen's Scholarship Examination. Ex-pupil-teachers will receive the marks for Teaching given at the last inspection of their school before the expiration of their apprenticeship.

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

School Management. [**75.**]—Notes of lessons.

The methods of teaching the elementary and class subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. [**80.**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, drawers, and flannel petticoat.

Domestic Economy. [**45.**]—Food; its functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

B.—OPTIONAL SUBJECTS.

Music.—Candidates may work the paper in either notation, but not in both.

(*a.*) Theory. [**20.**]

Staff Notation:

All the major and minor scales and signatures. Common musical terms. Chromatic intervals. Easy transposition. Syncopation. Compass of voices.

Tonic Sol-fa Notation:

The major and minor modes. Common musical terms. Chromatic intervals. Syncopation. Compass of voices.

(*b.*) Practical Skill. [**30.**]

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the candidate.

(iii.) It will suffice if each candidate is tested in time and one other point (note or ear).

Drawing. [**75.**]

(a.) Freehand. (Subject 2b.) [15.]
(b.) Model. (Subject 3a.) [15.] } Elementary Stage.
(c.) Shading from casts. (Subject 5b.) [15.]
(d.) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [30.]

Exercises in drawing are not given in the Queen's Scholarship Examination, but marks counting at that Examination can be obtained by corresponding success at any previous Examination of the Science and Art Department.

Pupil-teachers in a school in which an Examination in drawing is held may be examined in subjects (a) (b) (c) when the rest of the school is examined in drawing.

These three subjects may be taken in any order, but a candidate taking (c) light and shade drawing at the examination of his own school cannot take any other subject of drawing at the same examination. Pupil-teachers may also be examined at the May Examination, but cannot take the same subject both at their own schools and at a School of Art or Art Class in the same calendar year. Subject (d) can only be taken at the May Examination.

The exercises in the several branches may be taken in any order.

Marks are allowed for a 1st class in (a) (b) and (c) and for a pass in (d).

The passes and classes allowed as equivalents for (a) (b) (c) or (d) for the purposes of the Elementary Drawing Certificate (1st class) (*see* p. 62 of the Science and Art Directory) are also allowed as equivalents in the Queen's Scholarship Examination.

For information as to the places and times of these Examinations, and as to the exercises required, see the Science and Art Directory.

Languages. [**80 each.**]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

1. Latin.—Cæsar, de Bello Gallico, Books II. and III., and Virgil, Æneid, Book I.
2. Greek.—Xenophon, Anabasis, Books II. and III., and Homer, Iliad, Book I.
3. French. Simple unseen passages.
4. German. Simple unseen passages.

[See Note under Sciences.]

Sciences. [**80 each.**]

Elementary [25]. *Advanced* [I. 50. II. 35.] *Honours* [I. 80. II. 65.]

5. Mechanics, (*a*) Solids, (*b*) Fluids.
6. Sound, Light, and Heat (*Elementary*), or (*a.*) Sound, (*b.*) Light, (*c.*) Heat. (*Advanced* or *Honours.*)
7. Magnetism and Electricity.
8. Chemistry.
9. Human Physiology.
10. Botany.
11. Navigation.
12. Physiography.
13. Principles of Agriculture.
14. Hygiene.

Elementary Physics is allowed as an alternative to Subject 6 or 7.

No papers in Science are set at the Queen's Scholarship Examination, but marks counting in that Examination can be obtained by success at one of the May Examinations of the Science and Art Department held *in the same year as the candidate's Examination for the Scholarship, or in the preceding year.*

The portions of the above regulations printed in *italics* will not be enforced until December 1895.

For information as to the places and times of these examinations, and for a detailed syllabus of each Science, see the Science and Art Directory.

Note.—Marks may be obtained for *two* of the above subjects of Language and Science (or for *three* if marks are not claimed for Drawing and Practical Skill in Music). One of these *two* (or *three*) subjects must be a Language. If only *one* subject is taken it may be either a Language or a Science.

The sub-divisions (a) or (b) of Subject 5 and (a) (b) or (c) of Subject 6 each count as one subject.

C.—SPECIAL SUBJECTS.

Gaelic [80].—*Grammar, Translation, and Composition.*—Any Gaelic-speaking pupil-teacher employed in the counties mentioned in Article 19E, Scotch Code, may, *in addition to the marks obtainable under the foregoing regulation for Languages and Science,* obtain marks in this subject.

Mathematics.—*Females.*—For the purposes of Article 102 (*c*) of the Scotch Code Female candidates (*in addition to the ordinary paper on Arithmetic and Algebra*) may take the paper on Mathematics set for Males.

SCOTCH EDUCATION DEPARTMENT,
DOVER HOUSE, WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

DECEMBER **1894**.

SYLLABUS FOR MALE CANDIDATES.

[*Changes for the years* 1894 *and* 1895 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 10th of December, 1894, at 2 p.m.

The Examination for Certificates in the year 1895 *will take place in June or July. The requirements of the Syllabus for* 1895 *have accordingly been modified, and Candidates will find under each head to what portions of the subject the Examination will for that year be specially restricted.*

It is proposed next year to insert provisions further limiting the number of Sciences for which marks may be obtained by any Candidate.

Candidates are recommended to make themselves acquainted with Articles 41–55, *and* 100–104 *of the Scotch Code of* 1893.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the De- "partment before the first day of October preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under General Regulation 3, page 476, are denoted by the sign (**F**).

FIRST YEAR.

1st Year.

1894.

Reading (F) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Hazlitt's Shakespeare Characters* and (2) *Tennyson's "Princess."*

Penmanship (F) [50] and **Dictation** (F) [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from dictation.
3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

School Management. [100]

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (*c*) must take the School Management paper for the second year, as well as a special paper (School Management, No. 2).

No student will be examined unless the Principal certifies that he has spent at least six weeks, or 150 hours, in the practising and model schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the development of the intelligence of children.
2. The training of the senses and of the memory, and the order in which the faculties of children are developed.
3. Notes of lessons.

In 1895 Section 2 will be omitted.

English (F) [100] + [50]. Composition.

1. Parsing, Analysis and the principles of Grammar.
2. An intelligent acquaintance with the language, style, and subject-matter of *Chaucer's Squiere's Tale* and *the Lives of Dryden and Pope from Johnson's Lives of the Poets.*

In 1895 the books will be Spenser's Faery Queen, first six cantos of Book I., and *Carlyle's Essay on Burns.*

3. To write plain prose upon a given subject.

Geography AND **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides; the Winds; and the Currents of the Ocean.

1st Year. 1894.

2. The Physical Geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1895 the Tides, Winds, and Ocean Currents will be omitted from Section 1.*

2. *In 1895 the General Geography of Europe in connexion with Commercial and Industrial Geography.*

History.* [100]

1. General knowledge of the most important events in English and Scottish History, with dates.
2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1895 the special period will be 1760–1820, and the questions will refer to that period only.

* Candidates *examined in* (*or since*) *1892* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—In future marks will be allowed for passes obtained in Geography and History, in one of the two preceding years only.

Mental Arithmetic.

Arithmetic (F) [80] + [40]

1. To work arithmetical sums, both mentally and on paper.
2. To prove and explain the rules.

The figures should be well formed and the work methodically arranged as a good model for children to imitate.

Algebraical symbols in the solution of questions are not permitted.

Algebra AND **Mensuration.** [100]

To answer simple questions, both theoretical and practical, in algebra, and the mensuration of plane surfaces.

In algebra, candidates should understand the four simple rules, involution, evolution, common measures, common multiples, algebraic fractions and surds, and the solution of simple and easy quadratic equations, of one or more unknown quantities, *ratio and proportion*, or problems producing such. In mensuration they should understand the measurement of every species of plane rectilineal figure and of the circle.

Geometry. [100]

The first four books of Euclid, the first nine propositions of Book VI., and Euclid's definition of Proportion, with simple deductions from the propositions and easy geometrical problems, and Dynamics.

[Dynamics shall mean the Elementary Statics and Kinetics of Solids Liquids, and Gases.]

In 1895 Dynamics will be omitted.

Music: THEORY (*Optional*). [40]

1st Year. 1894.

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (*bars*). Transcription from one time to another.
3. [Musical terms in common use.]

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.
3. [Musical terms in common use.]

In 1895 the passages enclosed in brackets will be omitted.

Languages (*Optional*). [100 each]

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

The passages will be taken from *Livy V., cap. 1–28*; *Virgil, Æneid X., 1–438*; with a short passage of easy unseen Latin prose; *Xenophon's Hellenics IV.*; *Daudet's Le Petit Chose en Province*; Riehl's Kulturgeschichtliche Novellen; and easy unseen passages from French and German prose writers.

In 1895 the passages will be taken from Livy V., cap. 29 to the end; Virgil, Æneid VI., 1–211, with a short passage of easy unseen Latin prose; Xenophon's Anabasis II., first three chapters; Chateaubriand's Le dernier Abencerage; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See pages* 474–476.

SECOND YEAR.

2nd Year. 1894.

Reading (F) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from (1) *Thackeray's Esmond* and (2) *Shakespeare's Julius Cæsar*, or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

2nd Year. 1894.

Penmanship (F) [50] and Dictation (F) [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (c) must take *this* Paper as well as a special paper (School Management, No. 2).

No Student will be examined unless the Principal certifies that he has spent at least six weeks, or 150 hours, in the Practising and Model Schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects:—
   (*a.*) The different methods of organising an elementary school, including the construction of a time-table.
   (*b.*) The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and of character;—considered in their application to the methods of teaching and of moral discipline.
3. Notes of lessons.
4. Laws of health as applied to school premises, scholars, and teachers.
5. *Quick's Educational Reformers, chapters 13, 16, 17, 18.*
   In 1895 Section 5 will be omitted.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Coriolanus*, and Bacon's Essays 1, 2, 4, 5, 9, 11, 14–19, 21, 24, 25, 27–32, 36, 38, 39, 50.
   In 1895 the book will be Shakespeare's Midsummer Night's Dream.
2. To write plain prose upon a given subject.
3. General knowledge of English literature *from 1700 to 1750.*
   In 1895 the prescribed period will be from 1620 to 1670.

Geography and Physiography* [100].

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides; the Winds, and Currents of the Ocean.
2. The Physical Geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

   Candidates may be asked to illustrate their answers by sketch maps.

   1. *In 1895 the Tides, Winds, and Ocean Currents will be omitted from Section 1.*
   2. *In 1895 the general Geography of Europe in connexion with Commercial and Industrial Geography.*

History* [100].

1. General knowledge of the most important events in English and Scottish History, with dates.
2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1895 the special period will be 1760–1820, and the questions will refer to that period only.

* Candidates *examined in (or since) 1892*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—In future marks will be allowed for passes in Geography and History obtained in one of the two preceding years only.

Algebra and Mensuration [100].

More difficult questions and problems than for First Year.

This paper will also contain some questions in Arithmetic. Students and Acting Teachers who have not passed with credit in Arithmetic at the Examination for Certificates in one of the two immediately preceding years, or have failed to obtain a Certificate, must answer the questions in Arithmetic instead of those in Mensuration.

In Algebra, Candidates should, at least, add to the requirements for the first year a knowledge of progressions, permutations and combinations, the Binomial Theorem, logarithms, interest and annuities, scales of notation, and the solution of more difficult equations or problems producing such. In mensuration they should add to the requirements for the first year a knowledge of the measurement of cylinders, spheres, cones, and a few irregular solids.

In 1895 logarithms, interest and annuities will be omitted.

Geometry [100].

Euclid's Elements, Books I., II., III., IV., and VI., and Euclid's definition of Proportion with simple deductions from the propositions and easy geometrical problems.

Plane Trigonometry up to the Solution of Triangles.

In 1895 Plane Trigonometry will be omitted.

Political Economy [75].

Elementary Questions in Political Economy.

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

A Paper on this subject is not given to any Student about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have "such an amount of musical skill, vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and Chromatic intervals. [Transposition.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). [Transcription from one time to another.]

2nd Year.

1894.

3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training.]

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and Chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.
2. Time. All the measures in common use. Division of pulses into thirds and quarters. [Transcription by halving or doubling values, &c.] Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training].

In 1895 the passages enclosed in brackets will be omitted.

Languages (*Optional*) [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages will be taken from *Horace, Odes, IV., and Cicero, De Amicitia,* and *Ars Poetica* and *Homer's Odyssey, XXIV.* The rest of the Latin and Greek, and the whole of the French and German papers, will consist of easy unseen passages.

In 1895 the passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute, cap. 1–14, and Homer's Odyssey, VI., 1–150.

Drawing and Science. *See below.*

ADDITIONAL SUBJECTS.

[For information respecting the examinations in Science and Art, and for copies of the Science and Art Directory, application may be made to the Secretary, Department of Science and Art, London.]

I. **Drawing.** [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection *shortly before the Certificate Examination. Acting Teachers must present themselves* for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises:—

A First Class in the Elementary Stage of—

(*a.*) Freehand (*Subject* 2 *b*). [20.]
(*b.*) Model (*Subject* 3 *a*). [20.]
(*c.*) Shading from Casts (*Subject* 5 *b*). [20.]

A Pass in the Elementary Stage of—

(*d.*) Practical Plane and Solid Geometry (*Science Subject I.*). [30.]

A First Class in the Elementary Stage of—

(*e.*) Model Drawing with Chalk upon the blackboard. [10.]

3. *The passes and classes allowed as equivalents for* (*a*), (*b*), (*c*), *and* (*d*) *for the purposes of the Elementary Drawing Certificate* (*First Class*)*—see page* 62 *of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.*

4. *Claims to passes in Drawing must in every case be made, by Students on their Form* 20, *and by Acting Teachers on their Form* 26. *The omission of any of the required details may involve a loss of marks.*

	Advanced or Honours.	Elementary.
II. Science.	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges, shortly before the Certificate Examination under the provisions of the Science Directory, page 50, but in those Science subjects only for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in December 1894 under the provisions of the Directory revised to June 1893.*]

3. Acting Teachers are examined at the ordinary May Examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, page 23):—

I. Practical Plane and Solid Geometry (Elementary Stage, Section I.). (*This is counted as one of the subjects of Drawing.*)
VI. Theoretical Mechanics—(*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light, and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
Xp. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

* *Elementary Physics is allowed as an alternative to Subjects VIII. or IX.*

[*The Syllabus for the examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page* 139.]

5. *Students* will be allowed marks at the Certificate Examination in 1894 for a pass (i.) in the First or Second Class in the Advanced Stage (or in Honours) of any TWO of the above subjects, or (ii.) in the First or Second Class in the Advanced Stage (or in Honours) of ONE subject and a pass in the Elementary Stage of TWO subjects (in addition to the Elementary Stage of Science Subject I.). *Subject to General Regulation 2 on page 96, Students who fail to pass in the Elementary Stage, but attain the Standard of "Fair," will also be credited with marks or that degree of success.*

In 1895 this regulation will apply to Acting Teachers also.

6. *Students* in a Training College may obtain marks for success at the Science Examination open to them *next preceding their Certificate Examination.*

In 1895 this regulation will apply to Acting Teachers also.

7. No Student is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless he has previously been successful at the May Examination or at the Training College in at least the Elementary Stage of the subject.

In 1895 this regulation will apply to Acting Teachers also.

8. Students who at the end of their FIRST year fail to *obtain either the mark "Fair" in the Elementary Stage or a* pass in the 2nd (or 1st) Class in the Advanced Stage of any Science subject, will be required in their SECOND year to present themselves for examination in the *same stage* of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

9. Acting Teachers, who attend the Examination for Certificates, will receive additional marks for any two of the specified SCIENCE subjects, in which they may have obtained a First or Second Class in the Advanced Stage (or in Honours) at one of the May Examinations held by the Department of Science and Art.

After 1894 Acting Teachers will only receive marks for success at the Science Examination next preceding the Certificate Examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited *by this Department* at the Examinations for Certificates.

GENERAL REGULATIONS.

1. *Candidates* may not take up more than FOUR subjects under the heads of Languages and Science, *exclusive of Practical Plane and Solid Geometry; but the total number may (in 1894) be extended to* FIVE *when the Elementary Stage of* TWO *Science subjects is taken in the place of the Advanced Stage (or Honours) of* ONE *Science subject.*

2. A certain number of marks will be deducted from the total gained for each LANGUAGE AND SCIENCE, in order that candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH AND COMPOSITION, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination.

SCOTCH EDUCATION DEPARTMENT.

DOVER HOUSE, WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

DECEMBER, **1894.**

SYLLABUS FOR FEMALE CANDIDATES.

[*Changes for the years* 1894 *and* 1895 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 10th of December, 1894, at 2 p.m.

The Examination for Certificates in the year 1895 *will take place in June or July. The requirements of the Syllabus for* 1895 *have accordingly been modified, and Candidates will find under each head to what portions of the subject the Examination will for that year be specially restricted.*

It is proposed next year to insert provisions further limiting the number of Sciences for which marks may be obtained by any Candidate.

Candidates are recommended to make themselves acquainted with Articles 41–45, *and* 100–104 *of the Scotch Code of* 1893.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the "Department before the first day of October preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under Regulation 3, page 486, are denoted by the sign (**F**).

1st Year. 1894.

FIRST YEAR.

Reading. (F) [50]

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Hazlitt's Shakespeare Characters*, and (2) *Tennyson's "Princess."*

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Penmanship (F) [50] and **Dictation** (F) [50]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in this subject.

School Management. [100]

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (*c.*) must take the School Management Paper for the Second Year, as well as a special paper (School Management, No. 2).

No student will be examined, unless the Principal certifies that she has spent at least six weeks, or 150 hours, in the practising and model schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the cultivation of the intelligence of children.

2. The training of the senses and of the memory, and the order in which the faculties of children are developed.

3. Notes of lessons.

In 1895 *section 2 will be omitted.*

N.B.—Special questions will be inserted in the papers for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants:—

a. Method of teaching infants, and of conducting an infant school.

b. Notes of object lessons.

English. (F) [100] + [50] Composition.

1. Parsing, analysis, and the principles of grammar.

2. An intelligent acquaintance with the language, style, and subject-matter of *Chaucer's Squiere's Tale, and the lives of Dryden and Pope, from Johnson's Lives of the Poets.* **1st Year.** 1894.

In 1895 the books will be Spenser's Faery Queen, first six cantos of Book I., and Carlyle's Essay on Burns.

3. To write plain prose upon a given subject.

Geography AND **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth, the Seasons, the Tides, the Winds, and the Currents of the Ocean.

2. The physical geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In* 1895 *the Tides, Winds, and Ocean Currents will be omitted from Section I.*

2. *In* 1895 *the General Geography of Europe in connexion with Commercial and Industrial Geography.*

History.* [100]

1. General knowledge of the most important events in English and Scottish History, with dates.

2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social questions; (*c*) military operations; (*d*) the literature of the period.

In 1895 *the special period will be* 1760–1820, *and the questions will refer to that period only.*

* Candidates *examined in* (*or since*) *1892*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the *Queen's Scholarship* Examination may, in the subsequent examinations for certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the examination for certificates, will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent examination for certificates.

Note.—In future marks will be allowed for passes in Geography and History obtained in one of the two preceding years only.

Arithmetic and **Algebra.** (**F**) [80] Mental Arith. + [40]

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The paper will contain questions requiring an explanation of the arithmetical processes employed.

Algebraical symbols in the solution of arithmetic questions are not permitted.

ARITHMETIC.

1. The first four rules.
2. Practice and bills of parcels.
3. Vulgar fractions.
4. Decimal fractions.
5. Simple and compound proportion.
6. An exercise in mental arithmetic.

1st Year. 1894.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such, and simple equations of two unknown quantities.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Clothing. 2. Food. 3. Laundry. 4. The Dwelling.

In 1895 Section 4 will be omitted.

Needlework. (F) [100]

1. The repairing of any plain article of underclothing.
2. The drawing of diagrams on sectional paper of—
   A woman's chemise.
   An infant's shirt.
   *A pair of drawers for child of five.

3.† The cutting-out and making of one of the above garments, and the cutting-out and making, by tacking, of the other two garments.

4. The answering on paper of questions on needlework.

* *In 1895 this will be omitted.*
† *In 1895 one garment only.*

Music, THEORY (*Optional*). [40]

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.

[3. Musical terms in common use.]

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

[3. Musical terms in common use.]

In 1895 the passages in brackets will be omitted.

Each.

Languages (*Optional*). [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

The papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

1st Year. 1894.

The passages will be taken from *Livy, V. cap. 1–28; Virgil, Æneid X., 1–438;* with a short passage of easy unseen Latin prose; *Daudet's Le Petit Chose en Province;* Riehl's Kulturgeschichtliche Novellen; and easy unseen passages from French and German prose writers.

In 1895 the passages will be taken from Livy, V., cap. 29 to end; Virgil Æneid, VI., 1–211; with a short passage of easy unseen Latin prose; Chateaubriand's Le dernier Abencerage; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See* pp. 484–486.

SECOND YEAR.

2nd Year. 1894.

Reading (F) [50].

(Acting Teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from (1) *Thackeray's Esmond* and (2) *Shakespeare's Julius Cæsar,* or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Penmanship (F) [50] and **Dictation (F)** [50].

Writing as taught in schools is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the Papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each Paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47, II. (c), must take *this* paper as well as a special paper (School Management No. 2).

No Student will be examined, unless the Principal certifies that she has spent at least six weeks, or 150 hours, in the Practising and Model Schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects:—
   - *a.* The different methods of organising an elementary school, including the construction of a time-table.
   - *b.* The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and character;—considered in their application to the methods of teaching and moral discipline.
3. Notes of lessons.
4. The laws of health as applied to school premises, scholars, and teachers.
5. *Quick's Educational Reformers, chapters 13, 16, 17, 18.*
   In 1895 Section 5 will be omitted.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

2nd Year.

1894.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Coriolanus* and Bacon's Essays, 1, 2, 4, 5, 9, 11, 14–19, 21, 24, 25, 27–32, 36, 38, 39, 50.

In 1895 the book will be Shakespeare's *Midsummer Night's Dream.*

2. To write plain prose upon a given subject.

3. General knowledge of English literature *from 1700 to 1750.*

The period for 1895 will be from 1620 to 1670.

Geography AND Physiography.* [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth, the Seasons, the Tides, the Winds, and the Currents of the Ocean.

2. The physical geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1895, the Tides, Winds, and Ocean Currents, will be omitted from Section 1.*

2. *In 1895, the General Geography of Europe in connexion with Commercial and Industrial Geography.*

History.* [100]

1. General knowledge of the most important events in English and Scottish History, with dates.

2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social questions; (*c*) military operations; (*d*) the literature of the period.

In 1895 the special period will be 1760–1820, and the questions will refer to that period only.

* Candidates *examined in* (*or since*) *1892* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates, will be marked "**G**" or "**H**" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—In future marks will be allowed for passes in Geography and History obtained in one of the two preceding years only.

Arithmetic AND Algebra [F] [80].

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The Paper will contain questions, requiring an explanation of the Arithmetical processes employed.

[*Algebraical symbols in the solution of Arithmetic questions are not permitted.*]

ARITHMETIC.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Vulgar Fractions.
4. Decimal Fractions.
5. Simple and Compound Proportion.
6. Simple and Compound Interest.
7. Discount.
8. Stocks.
9. Insurance.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such. Simple equations of two unknown quantities, Square Root, Cube Root, and Easy Quadratics.

In 1895 Quadratics will be omitted.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Cooking.
2. The laws of health.
3. Sick-room management.
4. Household expenses and investment of money.

In 1895 Section 4 will be omitted.

Needlework (♀) [75] + Skill in Teaching [50].

1. The higher branches of plain needlework; these include tucking, whipping, and feather stitching, the repairing of linen and print, and darning in stocking-web stitch.

2. The drawing of diagrams on sectional paper of—
   - *A woman's nightdress.
   - A boy's shirt.
   - A child's muslin pinafore.

3.† The cutting-out and making of one of the above garments, and the cutting-out and making, by tacking, of the other two garments.

4. The answering on paper of questions on needlework.

* *In 1895 this will be omitted.*
† *In 1895 of the other garment.*

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

A paper on this subject is not given to any student, about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have such an amount of musical skill, "vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. [Transposition.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). [Transcription from one time to another.]
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training.]

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones, Removes of key, bridge-notes, and distinguishing tones.

2nd Year.

1894.

2. Time. All the measures in common use. Division of pulses into thirds and quarters. [Transcription by halving or doubling values, &c.] Accent and syncopation.

3. Musical terms in common use.

4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training.]

In 1895 the passages enclosed in brackets will be omitted.

Languages. (*Optional.*) Each. [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

These papers will contain more difficult passages for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages in the Latin paper will be taken from *Horace, Odes, IV., and Cicero, De Amicitiâ.* The rest of the Latin paper, and the whole of the French and German papers, will consist of easy unseen passages.

In 1895 the passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute, cap. 1–14.

Drawing and **Science.** *See below.*

ADDITIONAL SUBJECTS.

[For information respecting the examinations in Science and Art, and for copies of the Science and Art Directory, application may be made to the Secretary, Department of Science and Art, London.]

I. **Drawing.** [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection *shortly before the Certificate Examination. Acting Teachers must present themselves* for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises:—

A First Class in the Elementary Stage of—

(*a.*) Freehand (*Subject 2b*). [20.]

(*b.*) Model (*Subject 3a*). [20.]

(*c.*) Shading from Casts (*Subject 5b*). [20.]

A Pass in the Elementary Stage of—

(*d.*) Practical Plane and Solid Geometry (Science Subject I. [30.]

A First Class in the Elementary Stage of—

(*e.*) Model Drawing with chalk upon the blackboard. [10.]

3. *The passes and classes allowed as equivalents for (a), (b), (c), and (d), for the purposes of the Elementary Drawing Certificate (First Class)—see p. 62 of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.*

4. *Claims to passes in Drawing must in every case be made by Students on their Form 20, and by Acting Teachers on their Form 26 The omission of any of the required details may involve a loss of marks.*

	Advanced or Honours.	Elementary.
II. Science.	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges shortly before the Certificate Examination under the provisions of the Science Directory, p. 50, but in those Science subjects only, for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in December 1894, under the provisions of the Directory revised to June 1893.*]

3. Acting Teachers are examined at the ordinary May examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, p. 23):—

I. Practical Plane and Solid Geometry (Elementary Stage, Section I.). (*This is counted as one of the subjects of Drawing.*)
VI. Theoretical Mechanics: (*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat. Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
X*p*. „ „ Practical,
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. *Hygiene.*

* *Elementary Physics is allowed as an alternative to Subjects VIII. or IX.*

[The Syllabus for the Examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page 139.]

5. *Students* will be allowed marks at the Certificate Examination in 1894 for a pass, (i) in the 1st or 2nd Class in the Advanced Stage (or in Honours) of any TWO of the above subjects, or (ii) in the 1st or 2nd Class in the Advanced Stage (or in Honours) of ONE subject, and a pass in the Elementary Stage of TWO subjects (in addition to the Elementary Stage of Science Subject I.). *Subject to General Regulation 2 on p. 11, Students who fail to pass in the Elementary Stage, but attain the standard of "Fair," will also be credited with marks for that degree of success.*

In 1895 this regulation will apply to Acting Teachers also.

6. *Students* in a Training College may obtain marks for success at the Science Examination open to them, *next preceding their Certificate Examination.*

In 1895 this regulation will apply to Acting Teachers also.

7. No Student is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless she has previously been successful at the May examination, or at the Training College, in at least the Elementary Stage of the subject.

In 1895 this regulation will apply to Acting Teachers also.

8. Students who at the end of their FIRST year fail to *obtain either the mark "Fair" in the Elementary Stage or a* pass in the 2nd (or 1st) class in the Advanced stage of any Science subject, will be required in their SECOND year to present themselves for examination in the *same stage* of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

9. Acting teachers, who attend the Examination for Certificates, will receive additional marks for any two of the specified SCIENCE Subjects, in which they may have obtained a first or second class in the Advanced Stage or in Honours, at one of the May Examinations held by the Department of Science and Art.

After 1894 Acting Teachers will only receive marks for success at the Science Examination next preceding the Certificate Examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited by this Department at the examinations for certificates.

GENERAL REGULATIONS.

1. *Candidates* may not take up more than FOUR subjects under the heads of Languages and Science, *exclusive of Practical Plane and Solid Geometry. But the total number may (in 1894) be extended to* FIVE *when the Elementary Stage of* TWO *Science subjects is taken in the place of the Advanced Stage (or Honours) of* ONE *Science subject.*

2. A certain number of marks will be deducted from the total gained for each LANGUAGE and SCIENCE in order that Candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination.

PART IV. OF APPENDIX.

List (under Counties and School Board Districts) of Schools, aided from the Parliamentary Grant:

1. For Building or Fixtures. In the cases marked with an asterisk * the grant was made by the Treasury before the appointment of a Committee of Council on Education.
2. For Annual Maintenance. The grants entered are those made upon inspection due (Article 13) in the year ended 30th September 1893.
   Changes in the date of inspection are denoted by two numbers in the first column.
   Where *two* numbers are given in the column for average attendance, the *latter* denotes Evening Scholars unless otherwise specified. The inspection of evening schools is due between 1st January and 30th April.
3. Combination Schools (under Section 42 of the Education (Scotland) Act, 1872), are printed in *italics*.

(*Corrected to May 31st*, 1894.)

Note.—P. denotes that the School is a *Public* School; Ch. or G.A. that it is in connexion with the *Established Church of Scotland*; F.C., with the *Free Church*; E., with the *Episcopal Church*; R., with the *Roman Catholic Church*; S., that it is a *Sessional* School.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
ABERDEEN.	£ s. d.			£ s. d.
ABERDEEN (Burgh):				
Ashley Road - P. 6	- - -	1,030	967	1,078 16 6
Causewayend - P.	798 12 6			
Commerce Street P. 11	626 17 6	661	646	699 8 0
Ferryhill - - P. 6	554 2 1	1128	530	587 19 0
			151	68 10 0
Frederick Street P. 12	- - -	669	657	691 9 6
Hanover Street - P. 11	*300 0 0	450	376	348 11 6
High Girls, Evg. P.	- - -	—	29	8 6 0
Holburn Street P. 10	- - -	977	797	939 10 4
King Street - P. 12	- - -	1478	1,515	1,615 12 0
			142	55 6 0
Marywell Street P. 11	*250 0 0	637	725	788 0 6
Middle - - P. 11	723 17 10	1,164	952	964 4 6
Northfield - P. 12	- - -	340	400	394 18 0
Port Hill - - P. 11	500 0 0	512	534	495 1 5
Primrose - - P. 11	- - -	85	85	62 3 0
Rosemount - P. 6	- - -	836	767	864 11 0
Ruthrieston - P. 11	182 10 0	265	278	267 0 2
St. Andrew's St. P. 12	- - -	237	94	72 10 0
St. Clement's St. P. 11	- - -	712	625	669 10 0
St. Paul Street - P. 6	*400 0 0	623	678	714 3 0
" " - "	54 0 0			
Skene Square - P. 12	- - -	1369	1,345	1,554 17 3
			274	104 10 0
Skene Street - P. 12	638 15 0	763	798	841 12 7
Westfield - - P. 11	- - -	217	212	233 17 0
York Street - P. 11	- - -	419	386	400 13 0
Asylum for the Blind - - 12	- - -	—	6	28 7 0
Boys' School of Industry -	204 0 0			
Deaf and Dumb Institution - 12	- - -	37	18	94 10 0
John Knox's - S. *c*	*198 5 0			
Normal - - F.C. 6	165 0 0	684	342	395 11 6
Practising - Ch 6	382 8 9	995	613	706 13 6
St. Andrew's - E. 5	- - -	454	436	381 10 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*				
ABERDEEN (Burgh)—*cont.*	£ s. d.			£ s. d.
St. Francis - R. 6	- - -	118	94	89 12 6
St. John's - E. 10	- - -	236	237	248 13 6
St. Joseph's - R. 6	- - -	340	222	192 7 6
St. Margaret's, Mission - - E. 10	- - -	373	254	222 5 0
St. Peter's - R. 6	- - -	236	99	105 3 0
Sheriff Watson's Female Industrial - - 10	- - -	113	36	35 4 0
South Parish - S.	*220 0 0			
Union Parish - F.C.	295 0 0			
ABERDOUR:				
Aberdour - - P 5	- - -	259	174	189 10 10
Auchmedden - P. 5	99 17 6	141	87	84 4 6
New Aberdour, Junior Dept. P. *c*	105 0 0			
ABOYNE AND GLENTANAR:				
Aboyne - - P. 4	153 0 0	187	128	123 19 0
Glen Tanar - P. 4	- - -	66	53	65 15 10
ALFORD:				
Alford Village - P. 4	169 0 0	178	135	126 9 0
Gallowhill - P. 4	- - -	153	106	108 4 0
ARDALLIE:				
Ardallie - - P. 1	190 11 1	110	75	63 15 6
Ardallie, Female P. 1	134 1 10	60	54	45 13 0
AUCHINDOIR AND KEARN:				
Craig - - P. 5	- - -	48	23	32 10 0
Lumsden - - P. 5	116 4 4	262	161	142 4 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
AUCHTERLESS:				
Badenscoth, Boys P. 7	285 5 0	98	49	48 0 6
Badenscoth, Girls - - P. 7	- - -	106	66	64 15 0
Kirktown, Male P. 7	150 3 4	145	79	72 16 0
Kirktown, Female - P. 7	65 0 0	101	66	62 6 9
BANCHORY-DEVENICK (*see* KINCARDINESHIRE).				
BELHELVIE:				
Balmedie - - P. 12	- - -	163	87	52 5 10
Craigie - - P. 12	146 0 0	80	43	36 2 6
Menie - - P. 12	145 2 6	80	49	46 8 6
Wester Hatton P. 12	145 2 6	80	37	32 14 0
BIRSE:				
Ballogie, Female P. 5	- - -	53	30	28 18 0
Birse - - P. 5	- - -	71	35	32 4 0
Finzean - - P. 5	81 5 0	80	70	53 5 11
Forest - - P. 5	- - -	49	14	18 8 10
BOURTIE:				
Bourtie - - P. 3	- - -	87	38	33 17 6
CAIRNEY:				
Alehousehillock P. 7	- - -	68	31	27 9 6
Cairney - - P. 7	- - -	127	79	72 6 6
Ruthven - - P. 7	104 1 8	80	60	49 19 6
Windyraw - P. 7	- - -	67	53	55 18 6
CHAPEL OF GARIOCH:				
Chapel - - P. 3	110 16 0	116	84	78 17 0
Fetternear, Madras - - P. 3	150 13 9	141	90	94 16 0
Logie Durno - P. 3	208 1 3	141	93	70 18 0
CLATT:				
Clatt - - P. 4	- - -	117	77	72 12 0
CLUNY:				
Cluny - - P. 2	- - -	153	65	63 16 6
Cluny - - F.C. 2	- - -	96	62	56 11 6
Corennie, Lady Gordon Cathcart's Female- 2	- - -	64	51	44 12 6
COULL:				
Coull - - P. 5	- - -	101	35	41 3 6
CRATHIE AND BRAEMAR:				
Aberarder - P. 4	- - -	92	17	30 5 0
Braemar - - P. 4	105 0 0	145	53	52 14 0
Crathie - - P. 4	73 17 8	91	45	54 14 6
Braemar, St. Andrew's - - R. 4	- - -	92	42	47 3 0
Crathie - - 4	- - -	66	26	36 17 0
Inverey District Ch. 5	- - -	40	9	10 1 6
Inverey - R. 4	- - -	39	10	12 18 6
CRIMOND:				
Crimond - P. 1	43 5 0	142	112	115 4 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
CRUDEN:				
Auchiries - - P. 4	38 11 10	125	80	70 17 0
Bogbrae - - P. 4	- - -	104	71	55 16 0
Coldwells - - P. 4	- - -	169	121	111 11 0
Hatton - - P. 4	251 1 3	199	142	146 14 4
Hatton (late F.C.) P.	57 0 0			
Port Errol, Infant P. 4	- - -	80	63	53 12 0
Erroll - - E. 4	*90 0 0	127	86	92 0 0
CULSALMOND:				
Culsalmond - - P. 3	200 17 6	160	77	69 7 6
Tillymorgan - E. 4	- - -	63	55	48 2 6
DAVIOT:				
Daviot - - P. 4	75 17 1	150	81	78 15 6
DRUMBLADE:				
Drumblade - P. 7	- - -	113	100	96 0 0
DRUMOAK:				
Drumoak - - P. 7	87 2 6	155	89	88 10 0
Glashmore - P. 7	- - -	44	28	25 5 0
DYCE:				
Dyce Overtown P. 2	- - -	103	52	46 8 0
Dyce Village - P. 2	100 5 0	241	142	144 15 8
ECHT:				
Cullerley - - P. 2	- - -	70	34	28 18 0
Kirkton - - P. 2	- - -	207	120	108 8 0
Waterton - - 2	- - -	102	50	45 1 6
ELLON:				
Berefold - - P. 5	190 15 0	120	54	53 11 6
Drumwhindle - P. 5	175 6 10	100	70	66 13 6
Ellon - - P. 5	483 3 1	420	309	295 19 0
Esslemont, Female - - P. 5	150 14 2	70	57	48 19 0
Inverebrie - P. 5	- - -	67	46	44 0 0
Ellon - - F.C. *c*	162 0 0			
FINTRAY:				
Dishlair - - P. 2	164 12 1	86	40	32 9 6
Hatton - - P. 2	138 7 6	140	90	86 4 6
FORGUE:				
Forgue - - P. 5	- - -	140	105	102 7 6
Largue - - P. 5	210 9 0	155	88	84 2 6
Forgue - - E. 5	- - -	61	48	45 0 0
FOVERAN:				
Culterculien - P. 3	188 0 0	120	105	106 11 0
Foveran - - P. 3	87 5 0	180	71	58 13 0
Newburgh Mathers - - P. 3	67 12 6	253	227	220 12 0
FRASERBURGH:				
Fraserburgh - P. 6	492 0 0	960	851	865 9 0
Broadsea - -G.A. 6	- - -	211	190	165 6 0
Fraserburgh, Female Industrial Ch. 6	- - -	188	188	164 10 0
St. Peter's - E. 6	758 0 0	304	265	231 17 6
FYVIE:				
Fyvie - P. 4	- - -	179	92	92 17 0
Fyvie, Female - P. 4	- - -	123	67	76 2 0
Meiklefolla - - P. 4	105 3 1	154	105	90 14 0
Steinmanhill - P. 4	227 17 6	162	63	88 2 6
Woodhead - P. 4	227 17 6	162	65	59 11 6
All Saints' - E. 4	- - -	62	36	33 17 9
St. Katharine's, Female - Ch. 4	- - -	96	41	36 9 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
GARTLY:				
Barony - - P. 3	- - -	135	51	39 8 0
Braes - - P. 3	112 19 7	47	27	40 7 0
Gartly, Female Ch. 3	- - -	50	48	42 13 0
GLASS:				
Beldorney - P. 3	156 13 4	106	40	45 17 0
Glass - - P. 3	- - -	162	110	122 2 1
GLENBUCKET:				
Glenbucket - P. 5	42 10 0	109	36	43 2 0
Balloch - - Ch. 5	- - -	44	19	31 12 6
GLENGAIRN:				
Glengairn - - P. 4	97 3 9	80	18	29 10 6
GLENMUICK AND TULLICH:				
Ballater - - P. 4	387 10 0	316	218	209 0 0
Birkhall, Female P. 4	- - -	42	19	32 8 0
Inchmarnock, Infants - - P. 4	- - -	40	27	36 4 0
Kinord, Female P. 4	- - -	49	30	41 5 0
HUNTLY:				
Gordon - - P. 7	- - -	998	685	642 17 6
Kinnoir - - P. 7	- - -	63	49	50 10 6
Longhill - - P. 7	- - -	75	40	53 11 0
Huntly - - R. 7	- - -	78	68	64 0 6
INSCH:				
Genfoudland - P. 3	- - -	58	45	48 8 0
Insch - - P. 3	118 2 6	246	192	186 12 0
Largie - - P. 3	257 0 0	128	64	56 0 0
Insch - - F.C. *c*	82 4 6			
INVERURIE:				
Market Place - P. 6	45 18 9	372	230	217 15 6
West High Street - - P. 6	155 18 9	188	164	150 2 0
St. Mary's - - E. 6	- - -	81	60	33 15 0
KEIG:				
Keig - - - P. 4	- - -	197	110	100 12 0
KEITHHALL AND KINKELL:				
Keithhall - - P. 2	160 14 4	140	79	72 11 6
KEMNAY:				
Kemnay - - P. 2	150 0 0	426	285	246 1 6
KENNETHMONT:				
Kennethmont - P. 4	172 0 7	137	71	71 3 0
Old Town - P. 4	105 0 0	63	42	39 5 0
KILDRUMMY:				
Kildrummy - P. 5	- - -	130	92	93 13 0
KINCARDINE O'NEIL:				
Greenburn - P. 5	134 1 10	60	25	23 9 6
Kincardine, O'Neil P. 5	- - -	130	58	76 9 0
Tornaveen - P. 5	- - -	90	54	51 8 3
Torphins - - P. 5	- - -	167	99	83 8 6

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Aberdeen—*cont.*	£ s. d.			£ s. d.
KING EDWARD:				
Fishery - - P. 7	75 0 0	60	40	38 11 6
King Edward - P. 7	91 0 0	140	77	83 1 2
KININMONTH:				
Kininmonth - P. 1	279 16 10	200	101	107 12 6
Ballearn, Girls - 1	- - -	60	51	40 11 0
KINNELLAR:				
Kinnellar - - P. 2	- - -	99	71	61 0 0
KINTORE:				
Kintore - - P. 2	369 17 6	250	223	215 0 0
Port Elphinstone P. 2	213 0 0	218	132	129 15 9
Kintore - - F.C.	75 0 0			
Leylodge - - Ch. 2	210 0 0	86	56	51 0 0
LEOCHEL-CUSHNIE:				
Cairncoullie - P. 4	140 3 1	60	54	55 19 6
Corse - - P. 4	177 12 6	96	89	85 11 0
Craigievar - P. 4	244 2 6	140	81	76 5 6
Cushnie - - P. 4	117 3 1	106	67	61 0 6
LESLIE:				
Leslie - - P. 2	- - -	108	71	68 18 0
LOGIE-BUCHAN:				
Artrochie - - P. 5	149 11 5	76	63	53 12 0
Tipperty - - P. 5	164 0 0	80	74	54 18 6
LOGIE-COLDSTONE:				
Logie-Coldstone P. 4	126 5 0	155	86	86 19 0
Migvie - - P. 4	- - -	53	34	26 7 0
LONGSIDE:				
Kinmundy - P. 3	238 16 3	173	87	81 3 6
Longside - - P. 3	- - -	297	168	155 6 0
Longside, Girls P.	162 3 9			
Mintlaw - - P. 3	86 12 6	133	126	120 19 0
Rora - - P. 3	- - -	172	122	105 6 6
LONMAY:				
Blackhills - P. 1	154 14 4	102	76	84 16 6
Lonmay - - P. 1	148 10 7	161	105	103 15 6
St. Combs - P. 1	198 0 0	158	132	116 19 6
LUMPHANAN:				
Lumphanan - P. 5	221 0 7	208	116	108 11 6
MELDRUM:				
Commercial Road P. 5	364 10 0	350	211	210 8 0
Kirk St., Infant P. 5	- - -	126	91	73 3 6
Tulloch - - P. 5	140 3 1	70	37	34 0 0
Old Meldrum F.C. *c*	123 0 0			
METHLICK:				
Cairnorrie - P. 3	168 11 8	104	84	74 9 6
Methlick - - P. 3	190 1 5	245	192	197 16 6
MIDMAR:				
Midmar and Corsindae Memorial - - P. 2	- - -	140	123	109 7 6
MILLBREX:				
Millbrex District, Female - P. 4	- - -	64	46	41 2 3
Millbrex, Male - P. 4	202 0 0	110	53	48 13 9
Millbrex District Ch. 4	- - -	85	48	42 3 6

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			Average Attendance.	Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
MONQUHITTER:				
Garmond, Female - - P. 7	66 0 0	66	34	29 5 0
Greeness - - P. 7	242 3 9	170	91	79 12 6
Monquhitter - P. 7	100 12 6	205	184	192 10 0
MONYMUSK:				
Monymusk - P. 2	- - -	163	77	82 17 0
Sir Arthur Grant's P. 2	- - -	75	38	34 10 6
Tillyfourie - P. 2	- - -	99	87	33 17 6
NEW BYTH:				
Crudie - - P. 7	191 5 0	218	80	67 7 9
New Byth - P. 7	412 16 9	242	105	110 12 0
Upper Brae - P. 7	89 17 6	121	75	65 12 6
NEW DEER:				
Brucklay, Infant P. 6	- - -	106	71	56 14 6
Carnbanno - P. 6	231 10 0	164	81	75 7 6
Knaven - - P. 6	166 0 0	100	91	72 8 6
Mitchells - - P. 6	- - -	74	65	53 14 0
New Deer - P. 6	148 17 6	224	154	159 4 6
Oldwhat - - P. 6	184 13 9	120	47	45 7 0
Whitehill - - P. 6	102 0 0	124	107	103 3 0
Bonnykelly - 6	148 0 0	124	43	39 6 0
NEWHILLS:				
Blackburn - P. 7	- - -	116	78	72 8 0
Buxburn - - P. 7	430 0 0	480	396	405 13 0
Buxburn (late F.C.) P. *c*	6 12 6			
Kepplehills - P. 7	- - -	95	40	36 14 0
Kingswells - P. 7	334 0 0	140	66	64 3 0
Stoneywood - P. 7	- - -	329	158	136 6 6
Stoneywood, Infant - P. 7	185 0 0	120	82	65 5 0
NEW MACHAR:				
New Machar - P. 1	154 8 9	192	143	140 19 6
Parkhill, Female - - P. 1	26 5 0	108	85	74 7 6
Whiterashes - P. 1	166 3 11	119	75	75 7 0
NEW PITSLIGO:				
Glasslaw - P. 3	142 12 8	70	38	44 16 0
New Pitsligo - P. 3	542 8 7	464	236	231 9 6
St. John's - E. 3	762 12 0	314	129	113 2 6
OLD DEER:				
Bank - P. 3	- - -	100	71	64 16 0
Bulwark - P. 3	- - -	62	54	48 4 6
Clochcan - P. 3	175 0 0	110	97	66 2 7
Fetterangus - P. 3	- - -	110	106	92 15 0
Old Deer - - P. 3	- - -	249	118	119 9 6
Old Deer, Girls P.	200 0 0			
Shannas - - P. 3	175 0 0	110	92	81 2 0
Stuartfield, Girls P. 3	232 19 2	140	137	116 11 6
Old Deer - - F.C. *c*	109 11 5			
OLD MACHAR:				
Denmore - - P. 3	15 10 0	101	70	72 6 6
Old Aberdeen - P. 5	24 3 4	282	216	212 15 6
Rubislaw - P. 3	161 8 9	333	299	312 13 0
Whitestripes - P. 3	135 10 0	97	66	68 19 0

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Aberdeen—*cont.*	£ s. d.			£ s. d.
OLD MACHAR—*cont.*				
Woodside - - P. 6	999 18 4	1,168	1,072	1,038 3 7
Woodside (late F.C.) - - P. *c*	*150 0 0 30 13 4			
Old Aberdeen, Dr. Bell's - 5	-	300	263	295 2 0
OYNE:				
Oyne - - P. 3	36 0 0	150	107	113 2 6
PETERCULTER:				
Countesswells - P. 2	- - -	57	34	27 8 0
Craigton - - P. 2	185 8 9	180	153	133 10 0
Eddleston - P. 2	- - -	89	63	55 2 6
Cults Private Endowment - 2	- - -	154	121	105 17 6
PETERHEAD (BURGH):				
Academy - - P. 6	*350 0 0 140 0 0	518	302	340 10 6
Buchanhaven - P. 6	- - -	156	116	107 11 0
Female - - P. 6	598 18 9	392	316 54	361 7 0 28 4 0
Infant - - P. 6	300 0 0	316	321	268 15 5
North - - P. 6	120 0 0	568	207	214 6 6
North Infant - P. 6	- - -	216	178	151 8 0
Girls - - F.C. 6	219 15 0	475	458	400 15 0
St. Peter's - E. 6	- - -	203	218	190 15 0
PETERHEAD (LANDWARD):				
Blackhills - P. 6	168 2 6	103	80	76 9 6
Boddam - - P. 6	526 17 6	388	267	234 18 6
Burnhaven - P. 6	200 11 3	237	114	95 9 6
Tortorston - P. 6	148 5 0	83	67	55 15 0
PITSLIGO:				
Pitsligo - - P. 5	- - -	186	52	45 10 0
Rosehearty - P. 5	296 18 1	422	228	205 8 6
Sandhaven - P. 6	- - -	218	137	118 5 0
PREMNAY:				
Premnay - - P. 2	203 7 6	120	102	104 2 0
RATHEN:				
Inverallochy - P. 1	579 7 6	308	175	171 2 0
Rathen - - P. 3	268 15 0	213	101	107 2 0
Cortes, Female 1	- - -	28	28	19 18 0
Memsie, Private 6	- - -	73	69	59 6 6
RAYNE:				
North - - P. 5	287 0 0	150	130	126 13 6
Old Rayne, Female - - P. 5	141 10 0	76	63	55 2 6
RHYNIE:				
Duff's - - P. 3	- - -	72	61	53 13 7
Lesmore - - P. 3	- - -	58	54	61 16 6
Rhynie - - P. 3	281 10 0	240	150	140 9 0
ST. FERGUS:				
Central - - P. 5	175 15 0	175	138	131 4 6
Northern - - P. 5	164 10 7	101	73	68 17 0
SAVOCH:				
Arnage - - P. 1	166 5 0	97	94	92 5 6
Braeside - - P. 1	174 4 4	111	71	73 17 0
Savoch, Girls - P. 1	113 9 0	64	55	50 12 6

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Aberdeen—*cont.*	£ s. d.			£ s. d.
SKENE:				
Central - - P. 2	- - -	160	94	79 18 6
Garlogie - - P. 2	- - -	80	50	44 14 0
Westhill - - P. 2	165 1 3	100	72	63 8 0
Lyne - - F.C. 2	- - -	100	56	49 0 0
Skene - - F.C. *c*	130 10 0			
SLAINS:				
Collieston - - P. 1	119 13 1	50	50	41 13 0
Slains - - P. 1	123 7 10	100	68	72 18 6
The Bruce Hay, Girls - - P. 1	- - -	72	67	63 5 6
STRATHDON:				
Corgarff - - P. 5	- - -	58	30	59 4 0
Forbeston, Female - - P. 5	57 7 6	50	43	41 2 0
Knocklea - - P. 5	- - -	40	27	34 8 0
Strathdon - P. 5	- - -	95	42	41 0 0
Tillyduke - - P. 5	- - -	74	29	37 16 0
Ardler - - Ch. 5	- - -	57	18	26 15 0
STRICHEN:				
Strichen - - P. 1	142 0 7	285	176	163 17 0
Techmuiry, 2nd P. 1	180 0 0	115	41	33 16 0
All Saints' - E. 1	- - -	160	150	130 2 6
TARLAND:				
Tarland - - P. 4	- - -	193	125	121 15 6
TARVES:				
Barthol Chapel P. 4	- - -	124	87	73 14 0
Craigdam, Female - - P. 4	159 15 0	80	71	62 2 6
Tarves - - P. 4	164 6 3	233	159	145 10 6
TOUGH:				
Tough - - P. 4	220 5 0	150	98	91 0 6
TOWIE:				
Towie - - P. 5	125 11 10	110	79	70 16 6
TULLYNESSLE AND FORBES:				
Scots' Mill - P.	148 0 0			
Tullynessle and Forbes - - P. 4	- - -	180	99	93 4 6
TURRIFF:				
Ardmiddle - P. 5	34 16 3	100	65	64 2 6
Birkenhills - P. 5	171 14 5	110	82	78 6 0
Fintry - - P. 5	157 17 6	115	108	112 19 0
Turriff - - P. 7	475 15 4	482	367	347 16 7
Turriff, Female P. 7	- - -	185	100	87 16 10
TYRIE:				
Tyrie - - P. 3	- - -	156	94	87 17 6
Boyndlie - - E. 3	- - -	129	75	62 19 0
UDNY:				
Pitmedden - P. 4	207 9 6	142	118	117 5 0
Udny Green - P. 4	- - -	100	81	78 8 4
YTHAN WELLS:				
Corse - - P. 5	226 17 6	120	60	58 2 0
Ythan Wells - P. 5	117 0 0	180	78	73 5 0

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ARGYLL.	£ s. d.			£ s. d.
ACHARACLE:				
Acharacle - P. 8	628 9 11	90	44	86 15 0
Eilanshona - P. 8	537 1 9	35	15	30 10 6
Glenborrodale - P. 8	- - -	56	13	29 16 6
Kinlochmoidart P. 8	457 19 9	24	12	16 15 8
Refollan - - P. 8	- - -	45	14	12 6 8
Mingarry - R. 8	- - -	60	38	24 12 4
ARDCHATTAN & MUCKAIRN:				
Achaleven - P. 6	779 19 6	107	75	95 12 6
Ardchattan - P. 6	586 10 9	50	21	41 18 0
Barcaldine - P. 6	- - -	60	7	17 4 7
Glenetive - - P. 6	558 0 0	25	10	24 15 0
Letterwood - P. 6	- - -	54	21	22 5 0
Lochnell - - P. 6	788 3 4	85	39	53 11 6
Taynuilt - - P. 6	729 3 0	100	75	126 13 6
Ardchattan - E. 6	- - -	64	10	8 19 6
ARDNAMURCHAN:				
Achosnich - P. 8	- - -	67	26	35 19 6
Glenfinnan - P. 7	550 7 7	30	13	13 11 6
Glenuig - - P. 7	554 0 6	40	36	57 13 0
Kilchoan - - P. 8	625 7 5	60	42	58 1 6
Kilmory - - P. 8	588 18 0	51	28	56 2 6
Arisaig - - Ch. 7	- - -	68	11	10 15 6
Arisaig - - R. 7	- - -	114	50	45 7 0
Polnish - - Ch. 7	- - -	56	5	32 16 0
CAMPBELTOWN (BURGH):				
Argyll Street - P. 5	- - -	142	112	89 14 0
Dalintober - P. 5	- - -	453	425	436 7 6
			39	22 2 0
Grammar - P. 5	368 0 0	644	454	597 1 6
			57	35 6 0
Millknowe - P. 5	541 10 0	527	333	364 14 0
Female Industrial - 5	- - -	149	142	130 19 7
St. Kieran's - R. 5	- - -	141	122	114 14 3
CAMPBELTOWN (LANDWARD):				
Auchencorvie - P. 5	137 0 0	60	54	85 8 0
Drumlemble - P. 5	60 0 0	128	97	106 9 6
Kilmichael - P 5	- - -	72	34	53 7 6
Peninver - - P. 5	- - -	52	35	55 16 6
COLL:				
Acha - - - P. 8	- - -	72	17	35 7 6
Arinagour - P. 8	- - -	72	32	46 7 6
Cornaig - - P. 8	- - -	38	21	43 17 4
COLONSAY AND ORONSAY:				
Colonsay - - P. 8	- - -	47	20	39 16 0
Kilchattan - P. 8	- - -	52	25	39 8 6
CRAIGNISH:				
Craignish - P. 6	- - -	85	21	36 15 4
Barbreck, Female 6	- - -	39	19	33 15 0
CUMLODDEN:				
Furnace - - P. 6	687 10 0	110	60	70 14 6
DUNOON AND KILMUN:				
Ardentinny - P. 4	- - -	60	26	47 6 6
Dunoon, Grammar P. 4	256 10 0	521	490	506 2 6
Innellan - - P. 4	233 10 0	135	64	80 1 0
Kirn - - P. 4	- - -	210	127	157 6 0

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Argyll—*cont.*	£ s. d.			£ s. d.
DUNOON and KILMUN—*cont.*				
Rashfield - - P. 4	121 0 0	88	61	90 1 0
Sandbank - P. 4	357 10 0	160	97	119 1 6
Strone - - P. 4	283 0 0	160	74	92 7 0
Toward - - P. 4	133 1 3	54	25	46 8 6
Dunoon, Female Industrial - F.C.	145 0 0			
St. Mun's - - R. 4	- - -	71	50	53 18 0
GIGHA AND CARA:				
Gigha - - P. 5	- - -	75	62	79 10 0
GLASSARY:				
Ford - - - P. 6	732 11 5	60	36	49 0 6
Glassary - - P. 6	360 0 0	106	75	95 1 0
Lochgair - - P. 6	302 10 0	60	36	49 15 9
Minard - - P. 6	- - -	111	70	75 12 6
GLENARAY AND INVERARY (BURGH):				
Inverary, Church Square - - P. 6	- - -	152	109	129 10 6
Newtown - P. 6	- - -	105	43	68 7 0
Glenaray - - Ch. 6	- - -	48	16	32 9 0
Inverary, Creggan's, Female 6	- - -	43	27	46 7 6
GLENORCHY & INISHAIL:				
Blackmount District - - P. 6	- - -	26	4	22 5 0
Cladich - - P. 6	607 0 4	36	7	23 4 6
Dalmally - - P. 6	- - -	121	50	130 1 0
Kilchrenan - P. 6	714 17 6	59	36	62 15 6
INVERCHAOLAIN:				
Inverchaolain - P. 4	- - -	49	19	39 13 0
South Hall - P. 4	- - -	41	11	24 16 0
JURA:				
Ardlussa - - P. 7	653 6 9	28	7	23 0 0
Belnahua - P. 7	- - -	39	8	25 5 6
Knockrome - P. 7	776 16 2	56	16	40 11 0
Small Isles - P. 7	- - -	56	41	76 14 0
KILBRANDON AND KILCHATTAN:				
Ardincaple - P. 7	- - -	49	30	50 16 6
Easdale - - P. 7	1,567 11 9	240	100	157 19 6
Luing - - P. 7	729 7 1	100	40	45 17 6
KILCALMONELL:				
Clachan - - P. 5	441 6 3	95	52	62 16 6
Whitehouse - P. 5	517 17 8	57	29	47 13 0
KILCHOMAN:				
Gortan - - P. 7	437 10 0	83	51	68 4 6
Kilchoman - P. 7	- - -	107	47	65 14 0
Kilnave - - P. 7	- - -	37	16	32 11 0
Port Charlotte - P. 7	- - -	207	127	136 15 6
Portnahaven - P. 7	1,086 0 2	180	124	136 1 0
Rockside - - P. 7	- - -	52	25	41 16 0
Portnahaven F.C. *c*	73 15 0			
KILCHRENAN & DALAVICH:				
Ardchonnel - P. 6	469 0 0	37	14	63 3 6
Dalavich - P.	537 15 0			
KILDALTON:				
Ardbeg - - P. 7	- - -	92	74	89 1 0
Glenegidale - P. 7	- - -	63	17	34 4 0
Kintour - - P. 7	665 0 0	40	22	42 2 0

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Argyll—*cont.*	£ s. d.			£ s. d.
KILDALTON—*cont.*				
Oa - - - P. 7	705 17 0	72	21	41 13 0
Port Ellen - P. 7	1,223 7 2	295	161	211 15 0
KILFINAN:				
Ardlamont - P. 5	- - -	36	31	51 12 6
Kilfinan - - P. 5	- - -	80	45	68 18 6
Millhouse - P. 5	825 0 6	136	96	110 16 6
Otter - - P. 5	- - -	37	25	41 0 6
Tighnabruaich P. 5	987 19 4	156	119	147 8 6
KILFINICHEN AND KILVICKEON:				
Bunessan - - P. 7	- - -	105	64	82 13 0
Creich - - P. 7	814 12 6	124	64	67 18 0
Iona - - - P. 7	- - -	75	70	95 8 4
Pennyghael - P. 7	883 0 0	60	34	67 12 0
Kinloch Scridan G.A. *c*	*75 0 0			
KILLARROW AND KILMENY:				
Bowmore - - P. 7	1,044 0 0	210	152	199 3 6
Bunahabhain - P. 7	- - -	58	26	43 2 6
Kiels - - - P. 7	- - -	98	43	59 9 6
Kilmeny - - P. 7	- - -	98	60	75 11 6
Mulindry - - P. 7	- - -	61	20	40 5 6
Newton of Kilmeny - - P. 7	1,268 1 9	144	66	91 17 6
Bowmore - -F.C.	87 10 0			
KILLEAN AND KILCHENZIE:				
Ballochintee - P. 5	272 19 11	60	16	34 5 6
Glenbarr - - P. 5	- - -	76	42	66 15 6
Kilchenzie - P. 5	586 12 1	65	48	77 5 6
Killean - - P. 5	52 7 6	72	32	53 3 0
Rhunahaorine - P. 5	- - -	78	47	71 0 0
KILMARTIN:				
Kilmartin - - P. 6	1,234 17 9	160	93	116 3 0
KILMODAN:				
Kilmodan - - P. 4	818 2 10	62	21	37 19 0
Stronafian - P. 4	- - -	60	29	43 16 6
KILMORE & KILBRIDE:				
Kerrera - - P. 6	- - -	48	5	20 19 6
Kilmore - - P. 6	- - -	65	27	47 16 6
Strontoiller - P. 6	- - -	45	20	40 14 0
KILNINIAN & KILMORE:				
Dervaig - - P. 7	749 18 3	70	36	74 12 6
Fanmore - - P. 7	- - -	47	27	44 14 5
Morinish - - P. 7	- - -	63	36	58 17 0
Tobermory, Argyll Street - P. 7	2,018 11 6	244	173	259 0 6
Ulva - - P. 7	643 6 0	37	23	23 14 3
Dervaig, Female Industrial - Ch. *c*	197 0 0			
Tobermory, Girls Industrial -	133 0 0			
KILNINVER & KILMELFORD:				
Kilmelford - P. 6	- - -	45	23	43 7 6
Kilninver - - P. 6	384 2 6	67	19	45 3 6
LISMORE AND APPIN:				
Balachulish - P. 7	1,144 0 0	150	98	126 10 6
Baligarve - P. 7	795 2 6	88	41	64 14 0
Baligrundle - P. 7	722 10 0	65	32	49 14 0
Duror - - P. 7	726 5 0	60	31	55 6 6
Lettermore - P. 7	- - -	46	21	37 15 6
Port Appin - P. 7	- - -	90	30	44 19 0

c School closed.

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Argyll—*cont.*	£ s. d.			£ s. d.
LISMORE and APPIN—*cont.*				
Strath of Appin P. 7	1,005 0 0	130	70	127 13 0
Appin - F.C. *c*	12 0			
Carnock, Glencoe, St. Mary - E. 7	- - -	81	58	48 14 6
Fasnacloich - E. 7	- - -	33	10	27 0 0
South Ballachulish, St. John's E. 7	- - -	170	110	116 12 6
			57	32 10 0
LOCHGILPHEAD:				
Aird - - P. 6	496 12 6	50	21	39 16 6
Ardrishaig - P. 6	649 0 0	238	199	288 0 6
Lochgilphead - P. 6	1,082 10 0	284	260	384 6 0
LOCHGOILHEAD AND KILMORICH:				
Kilmorich - P. 5	107 18 6	44	23	50 15 6
Lochgoilhead - P. 4	173 10 0	72	42	50 5 6
MORVEN:				
Bunavullin - P. 8	745 16 3	55	26	47 11 6
Claggan - - P. 8	685 0 0	68	10	27 15 0
Kinloch - - P. 8	755 0 0	42	15	34 13 0
Lochaline - - P. 8	100 0 0	67	36	58 19 6
NORTH KNAPDALE:				
Ashfield - - P. 6	538 10 0	39	9	23 8 0
Bellanoch - P. 6	- - -	73	56	100 15 0
Tayvallich - P. 6	815 17 11	100	43	70 16 6
OBAN (BURGH):				
High - - P. 6	507 11 3	969	642	703 0 0
			54	36 14 0
Free Church -	150 0 0			
Roman Catholic 6	- - -	110	64	57 9 0
St. John's - E. 6	- - -	106	72	62 17 6
SADDELL AND SKIPNESS:				
Carradale - - P. 5	- - -	158	123	138 16 6
Saddell - - P. 5	548 10 0	54	37	51 16 6
Skipness - - P. 5	- - -	54	23	43 15 6
Sperasaig - - P. 5	545 9 6	30	16	25 10 6
SALEN:				
Salen - - P. 7	767 16 6	120	54	104 16 6
SMALL ISLES. (*See* Inverness-shire.)				
SOUTHEND:				
Glenbreckrie - P. 5	- - -	45	32	53 15 0
Southend - - P. 5	- - -	150	63	98 8 0
SOUTH KNAPDALE:				
Auchoish - - P. 6	497 9 1	27	15	37 0 0
Dunmore - - P. 5	580 5 10	49	20	33 12 0
Inverneil - - P. 6	533 14 9	34	15	27 16 11
Kilberry - - P. 5	614 15 5	63	16	30 10 0
Ormsary - - P. 6	- - -	60	11	27 3 6
STRALACHLAN AND STRACHUR:				
Poll - - - P. 5	200 0 0	72	26	47 3 0
Strachur - - P. 5	490 2 0	80	62	95 1 6
Stralachlan - P. 5	198 4 0	76	30	49 7 6
STRONTIAN:				
Strontian - - P. 7	534 0 0	138	70	142 13 6
TARBERT:				
Tarbert - - P. 6	1,157 18 5	583	459	718 7 6
TOROSAY:				
Crogan - - P. 7	568 9 9	27	11	26 5 6
Kinlochspelve P. 7	585 7 10	46	28	46 18 0
Lochdonhead - P. 7	685 10 0	87	21	38 11 6

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Argyll—*cont.*	£ s. d.			£ s. d.
TYREE:				
Balimartin - P. 8	- - -	104	91	100 2 0
Cornaigmore - P. 8	707 5 9	130	109	162 14 0
Hillipol - - P. 8	577 10 3	120	59	76 4 6
Ruaig - - P. 8	753 14 9	94	59	79 1 0
Scarnish - - P. 8	688 9 2	70	42	62 7 0
AYR.				
ALLOWAY:				
Alloway - - P. 3	184 3 9	160	142	144 3 6
ARDROSSAN:				
Ardrossan, No. 1 P. 1	*150 0 0	138	127	104 8 6
Ardrossan, No. 2 P. 1	568 2 6	565	451	483 15 6
			44	14 18 0
Ardrossan, No. 3 P. *a*	108 0 0			
Saltcoats - - P. 1	568 2 6	689	509	514 9 6
			21	5 10 0
Ardrossan Academy 3	- - -	254	201	211 12 6
Saltcoats - - R. 2	- - -	£18	278	275 14 0
AUCHINLECK:				
Auchinleck - P. 11	241 16 3	312	281	274 19 2
Cronberry - P. 11	- - -	210	135	134 13 6
Darnconnor - P. 11	- - -	298	251	247 9 0
Glenmuir - P. 11	114 16 3	110	25	35 15 6
Lugar Iron Works - - P. 11	577 0 0	333	234	218 13 2
St. Patrick's - R. 6	- - -	275	130	116 10 0
AYR (BURGH):				
Grammar - - P. 3	- - -	403	383	460 18 0
Lady J. Hamilton's - - P. 3	384 13 1	350	87	92 9 0
Newtonhead - P. 3	486 5 0	784	725	634 7 6
Newton-on-Ayr, Academy - P. 3	252 3 8	400	420	434 13 0
Russell Street - P. 2	- - -	755	528	553 17 0
Smith's Institution - - P. 3	125 5 6	550	382	372 6 6
Wallacetown - P. 3	486 5 0	484	401	397 8 9
Ayr - - - E. 6	- - -	297	264	258 11 11
Ayr Reformatory	158 15 0			
Ayr St. John's - R. 6	- - -	130	60	62 7 6
Ayr St. Margaret's R. 6	- - -	310	283	269 13 6
Newton-on-Ayr F.C.	180 0 0			
BALLANTRAE:				
Auchenflower - P. 4	138 6 3	60	37	42 12 0
Ballachdowan - P. 4	117 11 10	48	20	30 5 0
Ballantrae - P. 4	154 10 0	182	123	122 18 6
Glenapp - - P. 4	- - -	42	8	23 11 0
BARR:				
Barr - - - P. 4	- - -	133	51	54 3 6
Clashgulloch - P. 4	- - -	42	17	31 12 6
Rowntree - - P. 4	- - -	20	9	21 16 6
BEITH:				
Academy - - P. 2	492 11 6	789	656	706 4 6
Greenhills - P. 2	125 17 6	200	135	157 13 6
New Street - P.	45 10 7			
Beith - - F.C. *c*	132 0 0			
Beith, Industrial Ch. 2	- - -	160	94	82 5 0
Gateside - - 2	- - -	101	89	94 7 0

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			Average Attendance.	Amount.
Ayr—*cont.*	£ s. d.			£ s. d.
COLMONELL:				
Barhill - - P. 6	80 0 0	200	89	79 12 0
Colmonell - P. 6	- - -	137	68	62 8 0
Corwar - - P. 6	132 3 10	60	19	34 9 0
Lendalfoot - P. 6	120 0 0	48	33	44 14 6
Pinwhiry - - P. 6	100 13 8	69	39	41 6 0
COYLTON:				
Coylton - - P. 2	- - -	324	280	245 0 0
Littlemill - - P. 2	- - -	214	134	117 5 0
CRAIGIE:				
Craigie - - P. 6	- - -	146	37	43 16 6
CROSSHILL:				
Crosshill - - P. 2	331 11 3	275	172	191 13 6
Kilkerran, Hill Side - - P. 2	- - -	82	[illegible]	47 [illegible] 0
DAILLY:				
Dailly - - P. 4	65 0 0	227	142	142 15 0
Kilgrammie - P. 4	- - -	102	49	45 6 6
Old Dailly - P. 4	88 16 3	88	41	43 17 0
Wallacetown Works - - 12	- - -	133	72	74 10 0
DALMELLINGTON:				
Dalmellington - P. 7	383 6 6	323	290	297 19 1
			32	16 8 0
Iron Works, Benwhat - 7	- - -	265	116	109 17 0
Iron Works, Craigmark - 7	- - -	221	83	72 12 6
Iron Works, Lethan Hill - 7	- - -	404	186	165 11 2
			40	28 8 0
Iron Works, Waterside - 7	- - -	584	165	163 5 6
			18	10 10 0
Roman Catholic 7	- - -	70	71	57 13 6
DALRY:				
Blairmains - P. 5	- - -	100	45	39 7 6
Townend - - P. 5	342 8 9	360	202	204 17 0
West End - P. 5	383 11 6	625	482	527 10 0
Female Industrial 5	- - -	192	170	166 19 11
Kersland Barony Ch. 5	138 0 0	281	137	119 17 6
DALRYMPLE:				
Dalrymple - P. 3	245 9 4	212	155	143 11 0
Hollybush, Infant P. 3	- - -	63	36	28 2 0
Dalmellington Iron Works, Kerse - - 7	- - -	165	77	74 18 6
DREGHORN:				
Crossroads - P. 1	159 [illegible] 0	100	71	59 9 0
Dreghorn - - P. 1	284 6 0	300	331	332 15 0
Springside - P. 1	425 8 1	300	298	260 15 0
DUNDONALD:				
Drybridge - P. 2	205 0 0	80	28	22 7 6
Dundonald - P. 2	- - -	138	131	139 1 6
Loans - - P. 2	- - -	60	43	35 6 0
Troon Portland P. 2	541 10 0	604	458	400 15 0
Troon, Academy Ch. c	167 10 0			
Troon, St. Patrick's - - R. 5	- - -	172	40	36 16 6
DUNLOP:				
Dunlop - - P. 4	355 16 3	236	131	131 14 6
Lugton - - R. 5	- - -	56	48	40 4 0
FENWICK:				
Fenwick - - P. 4	229 15 0	131	91	93 7 0
Hairshaw - - P. 4	- - -	65	37	47 3 0

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			Average Attendance.	Amount.
Ayr—*cont.*	£ s. d.			£ s. d.
GALSTON:				
Allanton - - P. 12	- - -	46	11	11 1 0
Barr - - - P. 12	288 17 6	436	309	310 0 6
Galston - - P. 12	268 15 0	591	446	456 19 3
			43	29 8 0
St. Sophia - R. 5	- - -	121	43	39 16 0
GIRVAN (TOWN):				
Girvan - - P. 4	791 13 1	838	469	510 3 6
Sacred Heart - R. 12	- - -	181	101	98 18 6
GIRVAN (LANDWARD):				
Assel - - - P. 5	128 0 0	50	47	59 6 0
Doune - - P. 5	118 0 0	118	76	66 10 0
Girvan - - P. 5	- - -	301	221	239 15 6
IRVINE (BURGH):				
Bank Street - P. 12	598 18 9	620	454	445 7 1
East Road - P. 12	310 0 0	294	226	197 15 0
Fullarton - - P. 12	- - -	206	196	171 10 0
Fullarton, Loudon Street - P. 12	156 3 4	515	296	272 14 0
			81	39 6 0
Roman Catholic 6	- - -	328	108	104 1 0
IRVINE (LANDWARD):				
Annick Lodge - P. 6	- - -	200	139	146 1 0
KILBIRNIE:				
Bridgend - - P. 4	268 0 0	200	198	193 10 0
Glengarnock - P. 4	506 5 0	400	315	317 2 0
Ladyland - - P. 4	120 0 0	312	255	240 9 0
Kilbirnie, Female Industrial - 4	115 1 3	108	84	73 10 0
KILMARNOCK (BURGH):				
Academy - - P. 11	696 10 0	753	693	858 1 0
			60	29 2 0
Bentinck Street, Kay's Endowed P. 10	- - -	247	515	478 10 7
Dundonald Road, Grammar - P. 11	- - -	574	575	561 3 0
			207	110 14 0
Glencairn - - P. 11	418 11 10	560	598	592 4 5
			25	16 4 0
High Street - P. 11	402 13 9	517	517	486 16 7
Wellington Street, Kay's Endowed P. 10	- - -	247	247	247 18 0
West Netherton P. 11	- - -	391	392	371 9 0
Industrial, High - - F.C. 3	- - -	410	348	304 10 0
Roman Catholic 3	- - -	516	380	374 8 6
Town Head District	140 13 4			
KILMARNOCK (LANDWARD):				
Crooked Holm - P. 6	347 2 6	250	223	212 13 0
Grougar - - P. 6	164 0 0	97	39	45 10 0
Rowallan - - P. 6	167 15 0	127	125	128 10 10
KILMAURS:				
Crosshouse - P. 2	625 13 9	450	396	373 16 6
			65	36 4 0
Kilmaurs - - P. 2	329 12 6	290	313	290 6 0
Crosshouse, St. Mary's - - R. 5	- - -	116	43	42 0 0
KILWINNING:				
Auchentiber - P. 4	201 10 0	110	54	49 5 6
Eglinton District - P. 4	637 0 0	431	268	250 17 0
Fergushill - P. 4	- - -	237	171	157 5 0
Kilwinning - P. 4	939 10 0	839	572	616 0 6
KIRKMICHAEL:				
Kirkmichael - P. 2	202 2 10	143	83	78 11 6
KIRKOSWALD:				
Kirkoswald - P. 6	61 15 0	162	110	96 8 6
Maidens - - P. 6	- - -	56	42	18 19 2
Townhead - P. 6	166 16 3	80	106	94 6 6

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Ayr—*cont.*	£ s. d.			£ s. d.
LARGS:				
Brisbane Academy P. 5	742 9 8	802	337	365 5 6
Fairlie - - P. 5	- - -	140	92	87 14 6
Largs Female Industrial 5	103 2 6	103	76	71 7 6
LOUDOUN:				
Darvel - - P. 6	374 4 0	306	154	179 5 0
			14	5 14 0
Mairs - - P. 6	- - -	151	190	166 5 0
Moor - - P. 6	- - -	35	10	25 1 6
Newmilns - P. 6	454 2 10	620	400	388 3 10
			83	55 16 0
Newmilns, Lady Flora's - - 6	- - -	279	186	181 14 11
			50	26 18 0
MAUCHLINE:				
Crosshands - P. 5	- - -	83	40	36 17 6
Mauchline - P. 5	- - -	474	383	411 0 6
MAYBOLE AND MAYBOLE WEST CHURCH:				
Cairn - - - P. 11	- - -	414	367	321 2 6
Fisherton - - P. 2	207 10 0	129	94	88 11 0
Ladyland - - P. 11	751 8 9	952	645	713 16 0
Minishant - P. 6	155 0 0	90	64	60 1 0
St. Cuthbert - R. 6	- - -	107	75	65 12 6
MONKTON AND PRESTWICK:				
Monkton - - P. 3	84 0 0	160	110	99 16 6
Prestwick - - P. 3	- - -	304	166	159 11 0
MUIRKIRK:				
Furnace Road - P. 7	- - -	479	398	359 15 5
			48	27 6 0
Glenbuck - - P. 7	- - -	284	245	241 12 7
			24	10 18 0
Muirkirk - - P. 7	- - -	276	227	230 13 6
			62	28 18 0
Wellwood - - P. 7	- - -	57	13	28 4 6
St. Thomas' - R. 5	- - -	190	57	54 4 6
NEW CUMNOCK:				
Bank - - - P. 2	269 7 6	176	156	136 10 0
			22	12 14 0
Dalleagles - P. 2	- - -	150	102	83 2 0
New Cumnock - P. 2	627 3 1	478	416	364 0 0
New Cumnock - R. 6	- - -	98	21	15 18 6
OCHILTREE:				
Ochiltree - - P. 2	- - -	191	131	126 9 0
Sinclairston - P. 2	- - -	133	122	125 11 7
Ochiltree - - F.C. *c*	100 0 0			
OLD CUMNOCK:				
Garallan - - P. 1	130 10 0	159	142	131 18 6
Old Cumnock - P. 1	676 10 0	755	533	594 10 0
Old Cumnock - R. 6	- - -	100	82	68 16 6
RICCARTON:				
Crossroads (Galston) - - P. 7	- - -	104	—	*d*
Hurlford - - P. 7	497 3 6	533	—	*d*
Riccarton - - P. 7	- - -	162	—	*d*
Barleith - - 4	- - -	230	151	128 18 6
Caprington, Juvenile - - 4	- - -	100	72	60 2 6
Hurlford, St. Paul's - - R. 5	- - -	247	56	54 12 0
ST. QUIVOX (LANDWARD) and NEWTON-ON-AYR (LANDWARD):				
St. Quivox - P. 4	- - -	■	72	69 15 6
Whitletts - - P. 4	71 0 0	164	102	102 12 6

■ School sold.

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Ayr—*cont.*	£ s. d.			£ s. d.
SKELMORLIE:				
Skelmorlie - P. 5	202 0 0	245	129	146 3 0
Meigle - - Ch. 5	- - -	45	19	20 2 0
SORN:				
Auchincloigh - P. 4	- - -	55	23	38 8 0
Catrine - - P. 4	750 0 0	500	392	415 14 0
Sorn - - - P. 4	80 11 10	216	111	114 3 6
STAIR:				
Stair - - - P. 7	- - -	191	184	177 11 6
			35	16 6 0
STEVENSTON:				
Kyle's Hill - P. 6	*150 0 0	289	280	292 7 0
Stevenston - P. 6	750 0 0	750	672	588 0 0
			32	18 2 0
Saltcoats Academy - - F.C. *c*	363 4 0			
STEWARTON:				
Kingsford - - P. 6	- - -	91	—	*d*
Stewarton - P. 6	584 12 8	799	—	*d*
Stewarton - F.C.	158 0 0			
STRAITON:				
Loch Doon - P. 7	- - -	32	11	23 17 6
Patna - - P. 11	198 0 0	180	100	93 6 6
Straiton - - P. 2	175 0 0	110	51	48 11 6
SYMINGTON:				
Symington - P. 4	149 5 0	132	66	62 3 0
TARBOLTON:				
Annbank, Ayr Colliery - - P. 7	- - -	470	—	*d*
Tarbolton - P. 7	304 5 0	300	—	*d*
WEST KILBRIDE:				
West Kilbride - P. 5	252 10 0	415	287	313 12 0
Female Industrial - - *c*	213 6 0			
BANFF.				
ABERLOUR:				
Aberlour - - P. 4	40 5 7	210	170	190 6 6
Edenvillie - P. 4	205 0 0	146	84	84 0 6
Charlestown - E. 4	- - -	266	220	204 8 2
Craigellachie, Female - Ch. 4	- - -	77	67	58 12 6
ALVAH:				
Alvah - - P. 2	- - -	143	67	72 3 6
Dunlugais, Female - - P. 2	- - -	72	45	49 7 6
Linhead - - P. 2	- - -	124	69	60 5 6
BANFF (BURGH):				
Banff - - - P. 5	*100 0 0 / 171 1 6	1,003	620	694 14 10
St. Andrew's - E. 5	- - -	90	78	68 5 0
BANFF (LANDWARD) and ORD:				
Headrooms - P. 4	180 12 6	100	51	51 8 6
Hilton - - P. 4	100 0 0	142	63	70 6 0
BELLIE (*see* ELGINSHIRE).				
BOHARM:				
Boharm - - P. 4	298 6 10	172	106	100 16 6
Forgie - - P. 4	- - -	51	27	24 17 6
Maggyknockater P. 3	254 10 0	128	48	45 4 6

d Inspection deferred.

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Banff—*cont.*	£ s. d.			£ s. d.
BOTRIPHNIE:				
Botriphnie - P. 2	158 9 4	128	78	86 1 0
BOYNDIE:				
Blairmand - P. 2	- - -	61	49	42 17 6
Boyndie - P. 2	93 0 0	133	64	76 9 0
Whitehills - P. 2	258 0 0	295	253	221 8 6
CABRACH:				
Lower - P. 5	- - -	90	38	44 14 0
Upper - P. 5	115 6 3	110	41	22 11 0
CULLEN:				
Cullen - P. 11	364 16 5	609	387	403 4 6
Seatown - G.A. *c*	31 17 3			
DESKFORD:				
Deskford - P. 3	161 18 4	162	97	100 18 0
ENZIE:				
Enzie - P. 3	317 0 0	209	117	125 12 6
Port Gordon - P. 3	- - -	388	259	265 18 0
FORDYCE:				
Bogmuchals - P. 3	- - -	49	31	26 5 6
Brodiesord - P. 3	83 17 0	70	44	38 10 0
Fordyce - P. 3	- - -	300	185	208 19 0
Fordyce, Female P. *c*	69 0 0			
Portsoy - P. 11	612 17 6	734	452	504 12 9
Sandend - P. 3	- - -	89	64	50 6 0
Portsoy, Female, Industrial - 11	107 0 0	100	53	59 13 6
FORGLEN:				
Forglen - P. 2	246 5 10	166	112	115 19 0
GAMRIE:				
Bracoden - P. 5	518 12 11	400	263	250 5 0
Clenterty - P. 5	264 0 0	159	94	99 10 0
Longmanhill - P. 5	- - -	103	48	41 0 6
Macduff - P. 2	796 16 0	700	616	696 11 1
Macduff, Murray's - P. 2	- - -	95	67	72 13 6
GLASS (*see* ABERDEENSHIRE).				
GLENRINNES:				
Glenrinnes - P. 4	- - -	102	66	81 18 0
GRANGE:				
Crossroads - P. 1	215 15 0	168	93	81 7 6
Grange - P. 1	- - -	144	64	59 9 0
Sillyearn - P. 4	215 15 0	150	73	58 19 11
INVERAVON:				
Glenlivet - P. 4	- - -	98	61	79 17 6
Inveravon - P. 4	46 7 11	148	80	88 0 6
Morinish - P. 4	137 10 0	60	50	56 16 0
Tomnavoulin - P. 4	- - -	74	25	22 17 0
Ballindalloch Lady McPherson Grant's - 4	- - -	73	56	62 4 6
Chapeltown (Glenlivet) - R. 4	- - -	195	75	76 14 0
Tombae, St. Mary R. 4	- - -	144	37	33 9 6
INVERKEITHNY:				
Easterfield - P. 2	161 11 6	100	40	31 12 6
Kirktown - P. 2	- - -	129	73	65 18 6
KEITH:				
Auchanachie - P. 3	122 0 0	45	32	43 0 0
Fife-Keith, Infants - P. 1	55 5 0	86	84	70 3 0
Keith - P. 1	125 0 0	1,013	687	795 9 6
New Mill - P. 2	163 17 6	226	151	132 2 6

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Banff—*cont.*	£ s. d.			£ s. d.
KEITH—*cont.*				
Tarry Croys - P. 3	86 5 0	105	83	72 12 6
The Glen - P. 4	76 11 3	61	54	47 10 6
Keith - R. 1	- - -	197	134	115 15 6
KIRKMICHAEL:				
Kirkmichael - P. 4	- - -	74	10	24 7 6
Tomintoul - P. 4	- - -	140	56	62 8 0
Tomintoul - R. 4	- - -	129	95	83 2 6
MARNOCH:				
Aberchirder - P. 8	632 2 6	471	184	177 17 6
Blacklaw - P. 2	77 15 0	78	65	56 9 6
Culvie - P. 8	- - -	72	57	49 17 6
Marnoch - P. 8	190 0 0	125	90	84 14 0
Netherdale - P. 2	142 0 0	77	49	46 4 0
Aberchirder - E. 8	- - -	99	72	62 2 0
MORTLACH:				
Auchindown - P. 4	138 6 8	73	32	39 3 6
Kininvie - P. 4	- - -	41	28	36 17 6
Mortlach - P. 4	269 5 0	409	350	373 2 0
Mortlach, Female - P.	297 12 0			
Dufftown - R. 4	- - -	138	22	19 19 6
ORDIQUHILL:				
Ordiquhill - P. 3	37 10 0	120	55	52 10 0
Park, Girls - Ch. 3	- - -	73	56	51 5 6
RATHVEN (and BUCKIE):				
Arradoul, Female - P. 3	171 0 0	71	38	34 9 0
Buckie - P. 12	871 18 11	905	538	553 11 6
Findochty - P. 12	185 0 0	270	250	218 15 0
Portknockie - P. 12	308 0 5	383	267	233 12 6
Rathven - P. 12	372 12 6	372	235	230 9 0
Shielburn - P. 3	- - -	60	50	52 6 6
Buckie, Lady Cathcart's Industl. E. 12	- - -	150	150	134 8 0
Buckie - R. 12	- - -	349	311	318 18 7
ROTHIEMAY:				
Rothiemay - P. 4	- - -	147	144	151 16 6
Ternemny - P. 4	162 10 0	107	90	85 10 0
BERWICK.				
ABBEY ST. BATHAN'S:				
Abbey, St. Bathan's - P. 5	- - -	72	43	55 8 0
AYTON:				
Ayton - P. 6	123 13 4	328	144	132 18 0
Burnmouth - P. 6	188 0 0	146	98	82 9 6
BUNKLE AND PRESTON:				
Bunkle - P. 4	- - -	100	58	59 10 0
Preston - 4	- - -	48	49	43 1 6
CHANNELKIRK:				
Channelkirk - P. 3	119 5 0	154	90	82 16 6

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			Average Attendance.	Amount.
Berwick—*cont.*	£ s. d.			£ s. d.
CHIRNSIDE:				
Chirnside - P. 6	90 0 0	304	251	225 16 11
COCKBURNSPATH:				
Cockburnspath P. 7	- - -	134	115	111 13 5
COLDINGHAM:				
Auchinerow - P. 4	175 0 0	104	36	41 14 0
Coldingham - P. 6	141 5 0	196	136	124 5 0
Moor - - P. 4	- - -	32	21	32 16 6
Renton - - P. 4	115 0 0	125	78	67 19 6
Reston - - P. 4	68 0 0	135	89	77 17 6
St. Abbs - - P. 6	- - -	133	103	101 5 0
COLDSTREAM:				
Coldstream - P 6	225 17 5	370	232	238 1 6
Hirsel Law - P. 4	185 6 3	120	68	65 6 6
CRANSHAWS:				
Cranshaws - P. 5	- - -	55	21	35 6 6
DUNS:				
Duns - - P. 6	- - -	635	311	315 16 0
Millburn - - P. 4	175 12 6	95	47	49 7 0
EARLSTON:				
Earlston - - P. 7	405 2 6	323	229	237 10 6
Mellerstain - 6	- - -	52	26	35 1 5
ECCLES:				
Birgham - - P. 2	- - -	88	45	37 2 0
Eccles - - P. 2	82 17 0	120	74	72 11 6
Leitholm - - P. 2	- - -	43	92	91 10 6
EDROM				
Allanton - - P. 4	- - -	115	57	56 13 6
			24	13 10 0
Edrom - - P. 4	- - -	172	64	56 14 0
Sinclair's Hill - P. 4	- - -	100	40	34 16 6
EYEMOUTH:				
Eyemouth - P. 6	703 15 0	607	474	414 15 0
Eyemouth - F.C. *c*	225 0 0			
FOGO:				
Fogo - - - P. 4	- - -	95	65	70 12 0
FOULDEN:				
Foulden - - P. 4	- - -	72	44	41 2 6
GORDON:				
Gordon - - P. 4	- - -	194	161	170 1 0
GREENLAW:				
Greenlaw - - P. 7	203 10 0	292	146	137 16 6
Greenlaw - F.C.	245 10 0			
HUME AND STITCHELL:				
Hume - - P. 2	- - -	97	55	60 7 0
Stitchell - - P. 2	- - -	113	56	56 3 0
HUTTON:				
Hutton - - P. 4	- - -	122	66	71 14 0
Paxton - - P. 4	147 10 0	95	47	45 6 0
LADYKIRK:				
Ladykirk - - P. 4	40 0 0	110	62	62 6 6
LANGTON:				
Langton - - P. 4	163 15 0	129	76	74 16 0

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Berwick—*cont.*	£ s. d.			£ s. d.
LAUDER:				
Cleikhimin - P. 3	- - -	70	30	38 12 6
Lauder - - P. 6	238 15 0	436	188	220 14 0
LEGERWOOD:				
Legerwood - P. 3	- - -	103	73	76 18 6
LONGFORMACUS:				
Longformacus- P. 5	- - -	66		
MERTOUN:				
Mertoun - - P. 2	- - -	159	68	75 17 0
MORDINGTON:				
Mordington - P. 4	96 5 11	57	38	46 17 6
NENTHORN:				
Nenthorn - - P. 2	- - -	105	42	48 8 0
POLWARTH:				
Polwarth - - P. 4	- - -	55	29	33 6 6
SWINTON:				
Swinton - - P. 4	316 15 0	221	124	122 3 6
WESTRUTHER:				
Westruther - P. 3	94 10 0	128	54	53 14 6
WHITSOME:				
Whitsome - P. 4	- - -	150	93	88 5 6
BUTE.				
CUMBRAE:				
Cumbrae - - P. 5	401 18 1	312	209	192 5 6
KILBRIDE:				
Lamlash - - P. 4	- - -	173	105	116 7 6
Whitingbay - P. 5	- - -	105	54	55 11 6
Brodick, Duke of Hamilton's 5	- - -	99	63	62 16 6
Corrie, Duke of Hamilton's - 5	- - -	66	31	40 18 6
KILMORY:				
Kilmory - - P. 5	103 10 0	76	44	58 4 0
Little Mill - P. 5	- - -	90	37	43 1 0
Lochranza - P. 5	- - -	100	43	52 3 0
Penrioch - - P. 5	- - -	40	35	42 18 0
Shiskine - - P. 5	- - -	98	60	65 19 6
Sliddery - - P. 5	- - -	64	26	38 16 6
Dougarie, Duke of Hamilton's 5	- - -	52	36	45 2 6
KINGARTH:				
Birgidale - - P. 4	119 0 0	50	21	39 17 6
Kerrycroy - P. 4	- - -	72	34	35 15 0
Kingarth - - P 4	112 10 0	120	76	80 11 0
NORTH BUTE AND ROTHESAY (LANDWARD):				
Ballianlay - P. 4	143 15 0	74	45	56 16 6
Kildavannan - P. 4	- - -	45	14	25 16 0
North Bute - P. 4	125 5 0	144	100	96 10 6
ROTHESAY (BURGH):				
Academy and Thomson's Institute - P. 4	- - -	807	293	339 17 0
			744	818 11 0
Rothesay - - P. 4	506 17 0	947	47	23 14 0
Rothesay (late G.A.) - - P.	118 0 0			
St. Andrew's - R. 4	- - -	199	147	128 12 6

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CAITHNESS.	£ s. d.			£ s. d.
BOWER:				
Barrock - - P. 4	102 2 6	98	81	109 8 10
Bower - - P. 4	129 18 9	125	57	73 7 0
Gillock - - P. 4	- - -	29	29	41 2 6
Stanstill - - P. 4	65 12 6	70	28	41 6 0
Stemster - - P. 4	187 0 0	118	49	75 1 7
CANISBAY:				
Canisbay - - P. 4	- - -	142	71	85 7 0
Freswick - - P. 4	152 2 6	90	44	42 5 6
John o'Groats - P. 4	- - -	110	65	71 13 6
Mey - - - P. 4	164 0 0	105	73	95 8 2
Stroma - - P. 4	- - -	108	56	63 17 6
DUNNET:				
Cross Roads - P. 2	- - -	185	98	90 6 6
Dunnet - - P. 2	- - -	100	82	95 1 9
Greenland - P. 2	- - -	68	48	57 0 6
HALKIRK:				
Calder - - P. 1	120 0 0	126	53	85 0 0
Halkirk - - P. 1	154 15 0	201	140	153 3 0
Harpsdale - P. 1	- - -	62	21	34 17 6
Leurery - - P. 1	99 15 0	126	91	113 10 6
Spittal - - P. 1	99 15 0	133	87	93 16 6
Westerdale - P. 1	- - -	56	45	59 12 6
KEISS:				
Aukengill - - P. 5	160 12 6	80	57	56 2 6
Keiss - - P. 5	192 10 0	213	160	192 10 6
LATHERON:				
Achavanich - P. 5	125 0 0	60	26	21 3 3
Borgue - - P. 5	221 0 0	150	36	46 16 0
Braemore - - P. 5	- - -	50	9	15 5 0
Bruan - - P. 5	215 0 0	150	61	67 13 0
Dunbeath - P. 5	230 0 0	208	120	100 11 6
Houstry - - P. 5	- - -	51	21	29 17 6
Latheron - - P. 5	157 10 0	160	73	67 4 0
Lybster - - P. 5	368 0 0	350	176	170 11 6
Newlands of Clyth - - P. 5	215 0 0	150	87	87 8 0
Swiney - - P. 5	177 10 0	110	82	87 7 6
Wheel - - P. 5	185 0 0	120	34	50 5 0
Dunbeath, Female 5	- - -	43	33	35 4 6
OLRIG:				
Castletown - P. 2	200 13 4	200	132	158 17 6
Durran - - P. 2	- - -	35	13	27 16 6
Murkle - - P 2	129 11 0	116	86	120 7 5
Tain District - P 2	- - -	60	28	43 0 5
Olrig, Female - 2	- - -	172	56	61 18 0
REAY:				
Brubster - - P. 4	65 12 6	50	26	36 8 6
Dounreay - - P. 4	183 17 6	100	42	48 17 0
Reay - - - P. 4	- - -	142	64	74 15 0
Shebster - - P. 4	- - -	50	13	27 3 11
THURSO:				
Forss - - P. 4	60 0 0	52	36	53 8 6
Janetstown Dist. P. 4	75 0 0	92	52	69 10 0
Miller Institution - - P. 2	- - -	440	309	456 3 6
West - - P. 2	- - -	489	311	339 17 0
Weydale District P. 4	105 0 0	96	42	67 4 6
Thurso - F.C. 2	260 0 0	189	157	176 4 8

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Caithness—*cont.*	£ s. d.			£ s. d.
WATTEN:				
Gersa - - P. 4	148 10 0	70	40	44 7 6
Lanergill - - P. 4	184 6 0	110	71	66 5 6
West Watten - P. 4	262 0 0	133	68	74 14 0
WICK (BURGH):				
Pulteney Town Academy - P. 11	*400 0 0 201 7 0	489	482	495 19 6
Wick, North - P. 11	332 5 0	394	305	313 7 6
Wick, South - P. 11	284 2 6	423	270	264 6 6
WICK (LANDWARD):				
Bilbster - - P. 2	173 5 7	80	31	51 3 6
Killimster - P. 2	243 10 0	160	77	86 7 6
Staxigoe - - P. 2	137 5 0	120	54	53 14 0
Tannach - - P. 2	176 17 6	80	38	55 7 0
Thrumster - P. 2	272 11 3	200	72	83 19 8
West Banks - P. 11	416 0 0	350	291	351 6 0
Whaligoe - - P. 2	180 10 0	92	42	48 13 11
Wick - - P. 11	- - -	146	96	102 2 6
CLACKMANNAN.				
ALLOA (TOWN):				
Academy - - P. 6	- - -	334	291 38	341 15 6 16 6 0
Alloa Burgh - P. 6	560 17 6	500	547 76	642 6 6 52 4 0
Broad Street - P. 6	- - -	86	76	71 17 0
Half-time - - P. 12	- - -	80	54	45 18 0
Ludgate - P. 6	401 0 0	423	421	436 18 0
Alloa - - E. 6	- - -	302	286	301 5 4
S. Mungo's - R. 6	- - -	180	150	137 18 1
ALLOA (LANDWARD):				
Alloa Parish - P. 11	- - -	417	355 33	319 6 2 14 8 0
Sauchie - - P. 11	450 0 0	380	226	301 0 0
Tullibody - - P. 8	56 5 0	205	171	184 11 6
ALVA:				
Menstrie - - P. 4	326 5 0	250	228	236 10 6
Park Place - P. 11	640 12 6	1020	739 74	797 3 6 32 18 0
Alva, Infant - 11	116 10 0	220	166	145 5 0
CLACKMANNAN:				
Clackmannan - P. 7	276 15 0	350	326 49	283 17 0 32 0 0
Forestmill - P. 7	156 17 6	94	20	28 3 6
Kennet - - P. 7	- - -	121	113 24	109 15 0 17 16 0
Zetland (or Pottery) - - P. *a*	140 0 0			
DOLLAR:				
Dollar - - P. 5	- - -	414	183	187 4 6
Sheardale - P. 11	- - -	88	24	17 15 4
LOGIE (*see* STIRLINGSHIRE).				
TILLICOULTRY:				
Coalsnaughton - P. 11	- - -	292	225	222 10 0
Tillicoultry - P. 11	752 11 8	924	654 46	691 10 6 24 0 0
DUMBARTON.				
ARROCHAR:				
Ardlui - - P. 7	- - -	30	18	30 2 6
Arrochar - P. 7	- - -	90	43	45 10 0

a School sold.

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Dumbarton—*cont.*	£ s. d.			£ s. d.
BONHILL:				
Alexandria, Main Street - - P. 6	514 0 0	636	590	617 3 0
Alexandria, North P. 6	- - -	564	495	555 19 10
Bonhill - - P. 6	465 6 3	465	323	343 0 6
South Jamestown - - P. 6	- - -	477	380	412 16 0
Alexandria F.C.	120 0 0			
Alexandria - R. 10	- - -	411	371	324 12 6
CARDROSS:				
Cardross - - P. 7	146 0 0	210	157	163 5 6
Renton - - P. 6	340 0 0	847	647	662 6 6
			81	57 18 0
CUMBERNAULD:				
Cumbernauld - P. 4	409 11 3	361	234	254 2 6
Drumglass - P. 3	- - -	195	148	150 10 0
Southern District P. 4	- - -	52	64	59 3 0
South Muirhead, Arns - - P. 3	- - -	50	20	31 7 6
DUMBARTON (Burgh):				
Academy - - P. 5	- - -	688	396	472 2 0
			37	18 14 0
College Street - P. 5	- - -	1,033	852	869 11 2
Knoxland - - P. 5	- - -	618	672	588 0 0
			32	17 0 0
West Bridgend P. 5	532 0 0	706	548	587 5 0
			24	14 18 0
Dumbarton - F.C. *c*	112 0 0			
Dumbarton - R. 10	- - -	591	507	478 12 6
KILMARONOCK:				
Ardoch Bridge - P. 7	155 0 0	89	32	31 7 6
Kilmaronock - P. 7	- - -	82	43	45 4 0
KIRKINTILLOCH (Town):				
Lairdsland - P. 6	650 13 9	647	599	536 8 7
			44	30 10 0
Lenzie Academy P. 6	- - -	560	167	181 19 6
Townhead - P. 6	650 0 0	636	595	520 12 6
			116	75 4 0
Roman Catholic - 6	- - -	253	253	244 0 6
KIRKINTILLOCH (Landward):				
Condorrat - P. 5	291 16 3	222	150	145 6 6
Gartconner - P. 5	321 1 3	242	159	159 10 0
Tweechar - - P. 5	- - -	279	172	178 18 0
			18	11 18 0
Waterside -	87 5 0			
LUSS:				
Luss - - - P. 7	- - -	82	52	49 5 6
Muirland - - Ch. 7	- - -	75	39	59 0 6
NEW or EAST KILPATRICK:				
Blairdardie - P. 7	- - -	79	60	45 4 6
Craigton - - P. 7	- - -	71	45	49 2 0
Garscadden - P. 7	- - -	200	143	147 5 0
			41	23 4 0
Milngavie - - P. 3	467 2 6	469	390	400 6 4
			51	29 0 0
Netherton - P. 7	- - -	155	172	164 12 6
New Kilpatrick P. 3	- - -	403	259	290 8 6
Milngavie - - R. 3	- - -	138	110	101 2 6
OLD or WEST KILPATRICK:				
Bowling - - P. *c*	129 7 6			

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Dumbarton—*cont.*	£ s. d.			£ s. d.
OLD KILPATRICK—*cont.*				
Clydebank - P. 5	572 0 0	1692	1,125	1,204 0 0
			77	32 14 0
Dalmuir - - P. 10	- - -	520	368	501 6 0
			18	10 8 0
Duntocher - P. 4	496 7 6	366	322	352 9 3
			45	19 18 0
Gavinburn - P. 5	- - -	490	256	256 1 6
Milton - - P. 7	196 12 6	131	117	98 12 6
Old Kilpatrick P.	219 1 10			
Clydebank, Our Holy Redeemer's R. 10	- - -	335	261	226 6 6
Duntocher, St. Mary's - - R. 4	178 5 5	294	227	208 9 6
ROSENEATH:				
Kilcreggan - P. 7	423 0 0	176	81	81 4 6
Peaton - - P. 7	- - -	25	13	27 11 6
Roseneath - P. 7	- - -	150	87	96 11 0
ROW:				
Garelochhead - P. 7	- - -	136	88	94 10 6
Glenfrinn - - P. 7	- - -	75	13	26 1 6
Helensburgh, Grant Street - P. 12	- - -	454	393	422 9 0
Helensburgh, Hermitage - P. 12	- - -	400	392	444 17 0
			72	30 12 0
Helensburgh, Ragged Industl. P.	83 18 9			
Row - - - P. 7	200 0 0	200	102	102 15 6
Shandon - - P. 7	- - -	40	18	14 17 0
Helensburgh - F.C.	335 0 0			
Helensburgh, St. Joseph - - R. 10	- - -	237	135	167 2 0
Helensburgh, Trinity - - E. 12	- - -	143	117	128 16 0
DUMFRIES.				
ANNAN:				
Academy - - P. 10	- - -	291	175	197 1 0
Annan, Infant and Female - P. 10	- - -	276	284	278 17 8
Breconbeds - P. 10	265 0 0	165	111	107 19 0
Greenknowe - P. 10	- - -	223	220	210 7 11
Annan, St. Columba's - - R. 10	- - -	189	50	42 12 0
APPLEGARTH AND SIBBALDBIE:				
Sandyholm - P. 6	- - -	90	61	49 12 6
Sibbaldbie - - P. 6	- - -	66	47	49 19 0
BRYDEKIRK:				
Brydekirk - - P. 10	274 8 8	169	101	87 10 0
CANONBIE:				
Canonbie - - P. 4	44 10 0	350	189	216 7 6
Gilnockie - - P. 4	- - -	91	50	41 14 6
Glenzier - - P. 4	28 3	70	49	47 11 0
Harlaw - - P. 4	88 6 3	72	43	39 6 0
Rowanburn, Inft. P. 4	- - -	99	49	39 7 6
CARLAVEROCK:				
Glencaple - P. 6	- - -	85	64	60 5 6
Hutton Hall - P. 6	- - -	170	112	121 14 0
CLOSEBURN:				
Closeburn - - P. 12	- - -	66	46	32 18 0
Lakehead, Girls P. 12	114 0 2	110	51	38 10 0
Gubhill - - 7	- - -	40	18	29 7 0
Wallace Hall Academy - 12	- - -	354	199	251 15 6
CUMMERTREES:				
Cummertrees - P. 6	206 14 4	130	86	91 4 6
Trailtrow - - P.	- - -	58	29	35 6 6

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			Average Attendance.	Amount.
Dumfries—*cont.*	£ s. d.			£ s. d.
DALTON:				
Dalton - - P. 6	- - -	121	81	94 2 0
DORNOCK:				
Dornock - - P. 11	- - -	180	111	123 7 0
DRYFESDALE:				
Dryfesdale - - P. 10	780 2 6	728	517	593 7 0
Lockerby - - P. *c*	320 0 0			
DUMFRIES (BURGH):				
Dumfries "B" - P. *c*	96 0 0			
Greensands - - P. 5	27 11 8	363	232	252 11 0
Loreburn Street P. 5	521 2 3	634	549	594 14 6
St. Michael's St. P. 5	510 15 0	607	447	490 8 0
St. Andrew's - R. 5	- - -	736	388	418 16 6
St. John's - - E. 2	- - -	344	332	290 10 0
DUMFRIES (LANDWARD):				
Brownhall - - P. 12	233 0 0	160	126	131 5 6
Catherinefield - P. 12	50 0 0	189	118	110 5 0
Noblehill - - P. 12	471 0 5	639	482	452 3 1
Trohoughton - P. *c*	30 0 0			
Gasstown - -	45 0 0			
DUNSCORE:				
Burnhead - - P. 1	96 5 0	96	55	54 10 0
Dunscore Village P. 1	212 0 0	90	64	72 6 6
Dunscore Village, Infant and Female - - - P. 1	58 10 0	58	23	17 18 0
Glenesslin - - P. 1	60 7 6	59	44	49 9 0
DURRISDEER:				
Birleyhill - - P. 7	- - -	106	56	65 12 6
Durrisdeer - - P. 7	- - -	103	74	74 4 6
Enterkinfoot - 5	- - -	47	26	38 10 0
ESKDALEMUIR:				
Davington - - P. 11	75 18 9	58	24	34 14 0
Eskdalemuir - P. 11	- - -	100	27	43 17 6
EWES:				
Ewes - - - P. 11	140 7 6	60	48	57 16 0
GLENCAIRN:				
Craigmuie - - P. 7	- - -	40	16	29 16 6
Crossford - - P. 7	- - -	78	46	53 8 0
Moniaive - - P. 7	- - -	241	187	209 11 0
GRAITNEY OR GRETNA:				
Gretna - - P. 11	206 0 0	155	110	103 2 0
Mount Pleasant - P. 11	110 5 0	160	99	93 16 0
HALFMORTON:				
Halfmorton - P. 11	70 7 2	148	70	64 2 0
HODDAM:				
Hoddam - - - P. 11	218 15 0	294	211	221 18 6
Ecclefechan, Infts. and Industrial *c*	*50 0 0			
HOLYWOOD:				
Holywood - - P. 12	- - -	152	109	116 13 0
Speddoch - - P. 12	- - -	32	31	30 18 0
Steilston - - P. 12	- - -	51	30	34 19 6
HUTTON AND CORRIE:				
Corrie - - - P. 1	85 16 10	88	48	55 0 6
Hutton - - P. 1	75 0 0	97	74	81 5 6
JOHNSTONE:				
Cogrieburn - - P. 11	- - -	58	32	28 5 6
Goodhope - - P. 11	- - -	73	55	49 16 0
			21	7 8 0
Johnstone - - P. 11	- - -	110	76	69 10 0

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			Average Attendance.	Amount.
Dumfries—*cont.*	£ s. d.			£ s. d.
KEIR:				
Lower - - - P. 7	- - -	86	39	40 19 0
Upper - - - P. 7	- - -	100	34	32 9 6
KIRKCONNEL:				
Cairn - - - P. 7	- - -	44	11	24 14 6
Kirkconnel - - P. 7	- - -	210	150	152 0 6
KIRKMAHOE:				
Dalswinton - - P. 1	- - -	79	59	48 15 0
Duncow - - P. 1	112 10 0	189	111	110 16 0
KIRKMICHAEL:				
Garrel - - - P. 6	- - -	90	59	53 6 0
Nethermill - - P. 6	- - -	100	66	66 12 0
KIRKPATRICK-FLEMING:				
Gair - - - P. 11	166 5 0	80	49	45 8 0
Kirkpatrick, Fleming - - - P. 11	197 0 0	186	142	140 6 0
KIRKPATRICK-JUXTA:				
Dumgree - - P. 6	- - -	59	18	32 12 6
Kirkpatrick Juxta P. 6	39 5 0	148	85	82 2 6
LANGHOLM:				
Langholm - - P. 7	426 0 0	989	611	709 3 6
Wauchope - - P. 7	- - -	40	11	23 10 0
LOCHMABEN:				
Hightae - - P. 11	- - -	145	66	50 16 6
Lochmaben - P. 11	578 6 6	509	222	235 11 0
Templand - - P. 11	104 0 0	99	82	70 19 6
Hightae - - F.C. *c*	11 0 0			
Lochmaben - F.C.	15 0 0			
MIDDLEBIE:				
Hottsbridge - P. 11	- - -	64	38	33 17 6
Middlebie - - P. 11	- - -	63	47	45 18 6
Waterbeck, Female - - P. 11	- - -	71	32	27 14 0
Eaglesfield, G.A. and Subscription 11	- - -	155	101	80 13 6
MOFFAT:				
Academy - - P. 3	- - -	517	302	290 4 0
Annan Water - P. 3	110 0 0	44	33	29 5 6
Evan Water - P. 3	- - -	60	22	35 3 0
Moffat Water - P. 3	- - -	53	13	27 0 6
MORTON:				
Gatelaw Bridge P. 7	- - -	61	59	60 7 6
Morton - - P. 7	- - -	202	104	110 11 6
Morton, Infants' P. 7	- - -	159	62	52 8 0
Carronbridge, Duke of Buccleuch's 7	- - -	141	90	91 18 0
MOUSWALD:				
Mouswald - - P. 6	- - -	135	62	59 10 6
PENPONT:				
Penpont - - P. 7	- - -	190	159	174 19 0
Woodside - - P. 7	- - -	40	18	31 10 0
RUTHWELL:				
Ruthwell - - P. 6	- - -	132	97	100 3 2
Female Industrial 6	- - -	56	51	50 17 2
ST. MUNGO:				
St. Mungo - - P. 1	150 9 10	150	111	111 9 0

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Dumfries—*cont.*	£ s. d.			£ s. d.
SANQUHAR:				
Sanquhar - - P. 5	- - -	392	304	313 16 0
Mennock Bridge, Duke of Buccleuch's - - - 5	- - -	66	35	32 15 6
Wanlockhead - 7	- - -	169	128	123 9 6
TINWALD:				
Amisfield - - P. 12	103 16 10	146	93	93 6 6
Shieldhill - - P. 12	- - -	68	54	66 2 0
TORTHORWALD:				
Collin - - - P. 12	165 0 0	136	110	125 18 6
Torthorwald - P. 12	- - -	100	42	33 0 0
TUNDERGARTH:				
Tundergarth - P. 1	- - -	91	73	82 4 0
TYNRON:				
Tynron - - - P. 7	- - -	36	18	30 19 6
Tynron, Endowed P. 7	- - -	63	36	49 13 0
WAMPHRAY:				
Wamphray - - P. 6	- - -	138	65	64 14 6
WESTERKIRK:				
Westerkirk - P. 11	- - -	106	43	69 0 6
Edinburgh.				
BORTHWICK:				
Borthwick - - P. 3	- - -	94	59	58 5 6
Gorebridge, Heritor's, Girls - P. 3	- - -	99	61	57 8 0
Newlandrig, Subscription - - 3	- - -	101	95	81 8 6
CARRINGTON:				
Carrington - - P. 5	45 16 8	130	57	61 1 6
COCKPEN:				
Bonnyrigg - - P. 4	314 0 0	301	203	206 14 6
Cockpen - - P. 4	36 15 0	110	64	65 1 0
Bonnyrigg, Girls 4	- - -	237	223	217 13 8
COLINTON:				
Colinton - - P. 1	- - -	265	105	102 9 6
Juniper Green Infant and Industrial - - P. 1	80 0 0	146	109	86 16 6
Juniper Green, Male - - P. 1	117 0 0	223	156	164 8 0
Longstone, Female P. 1	155 0 0	156	85	78 9 6
Swanston - - P. 1	- - -	32	32	26 8 6
CORSTORPHINE:				
Corstorphine - P. 2	- - -	314	238	220 17 6
CRAMOND:				
Cramond - - P. 7	- - -	164	58	56 6 6
Davidson's Mains and Female - P. 7	- - -	245	183	179 5 6
Granton, Mixed and Infants - P. 7	- - -	300	271	237 2 6
Lennie - - P. 7	85 0 0	53	41	38 12 0
Cramond - F.C. *c*	124 0 0			
CRANSTON:				
Cousland - - P. 3	177 17 6	95	73	67 3 6
Cranston - - P. 3	- - -	116	105	101 19 6
CRICHTON:				
Crichton - - P. 3	72 0 0	210	134	118 14 0
Pathhead, St. Mary's - - R. 3	- - -	59	44	35 2 6

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Edinburgh—*cont.*	£ s. d.			£ s. d.
CURRIE:				
Balerno - - P. 1	208 16 6	176	128	112 14 6
Currie - - - P. 1	91 17 6	178	128	98 10 6
Herriston - - P. 1	- - -	51	29	51 19 0
Balerno, St. Mungo's - - - E. 1	- - -	126	78	68 15 6
DALKEITH (TOWN):				
Back Street - P. 7	248 0 0	265	173	165 10 6
Burgh - - - P. 7	510 15 0	500	497	470 2 3
St. David's - - R. 2	- - -	282	163	147 7 0
DALKEITH (LANDWARD):				
Dalkeith - - P. 7	- - -	178	169	181 11 6
Whitehill Colliery 7	- - -	121	88	81 5 0
DUDDINGSTON (LANDWARD):				
Duddingston - P. 2	108 8 11	120	64	56 2 6
EDINBURGH (CITY):				
Abbey Hill - P. 2	- - -	769	734	776 18 3
Bristo - - - P. 12	862 0 0	856	779	819 17 0
			75	36 6 0
Canonmills - P. 1	- - -	850	801	858 8 6
Castle Hill - P. 11	- - -	931	791	864 11 6
			90	54 10 0
Causewayside - P. 1	637 10 0	875	657	781 11 0
Dalry - - - P. 3	- - -	1712	1,454	1,564 5 6
			108	62 6 0
Davie Street - P. 10	- - -	586	507	508 18 0
Dean - - - P. 6	469 5 0	565	490	521 4 0
Fountainbridge P. *c*	145 0 0			
Leith Walk - P. 3	1,011 0 0	1483	1,440	1,595 10 2
			142	65 0 0
London Street - P. 2	- - -	1266	1,317	1,439 19 0
			137	83 16 0
Lothian Road - P. 7	- - -	858	847	920 6 0
			222	93 2 0
Milton House - P. 2	- - -	1174	949	987 4 0
			58	35 8 0
New Street - P. 12	- - -	706	399	410 8 0
North Canongate P. 4	1,053 5 7	1,045	852	929 2 6
North Merchiston P. 4	- - -	1,016	987	1,010 17 0
Regent Road - P. 10	- - -	883	826	896 17 0
St. Bernard's - P. 10	23 6 8	1041	1,088	1,168 4 6
			50	29 2 0
St. Leonard's - P. 4	300 0 0	1463	1,052	1,144 9 7
			71	42 12 0
Sciennes - - P. 3	- - -	1323	1,075	1,119 14 0
			66	29 4 0
South Bridge - P. 1	- - -	1281	1,060	1,163 0 6
			107	46 12 0
Stockbridge - P. 7	623 5 0	727	711	785 5 0
			47	27 18 0
Torphichen St. - P. 11	- - -	988	219	1,046 5 6
			143	71 0 0
Warrender Park P. 5	- - -	912	889	975 0 6
West Fountainbridge - - P. 6	931 5 0	937	780	808 7 0
			182	103 16 0
Abbey Hill - E. 12	- - -	243	187	168 8 0
All Saints' - E. 11	- - -	417	264	249 17 6
Buccleuch - 7	*750 0 0	291	187	153 10 0
Canongate, Burgh 7	250 0 0	236	234	249 13 6
Canongate - S.	*350 0 0			
Deaf and Dumb Institution - 4	- - -	108	57	297 1 3
Glen Street - E. 12	- - -	579	395	366 15 3
Greenside, Girls	148 0 0			
James Gillespie's 6	- - -	1,650	1,293	1,529 6 0
Lady Glenorchy's 7	- - -	214	201	192 10 6
Morningside - F.C.	*a*108 15 0			
New Grey Friars S. 5	254 0 0	253	194	190 18 0
Newington - F.C. 3	300 0 0	177	139	156 0 0

a Grant repaid.

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Edinburgh—*cont.*	£ s. d.			£ s. d.
EDINBURGH (City)—*cont.*				
Normal & Model F.C. 6	303 0 0	926	825	941 4 0
Normal Practising Ch. 6	- - -	930	876	453 3 0
Northern District F.C.	605 0 0			
Pelrig - - F.C.	226 0 0			
Pleasance Territorial - - F.C. 7	281 0 0	182	171	136 17 6
Practising - E. 6	- - -	321	247	216 2 6
Royal Blind - 12	- - -	143	31	162 15 0
St. Andrew's - E. 11	- - -	351	254	228 7 8
St. Ann's - - R. 2	- - -	546	397	385 5 0
St. Columba's - E. *c*	280 0 0			
St. Cuthbert's Indl. 5	- - -	128	97	90 11 0
St. George's - E. 11	- - -	130	130	116 19 0
St. George's, Local G.A. 5	- - -	470	234	273 0 0
St. James' - - E. 2	- - -	239	152	160 4 6
St. John's - - E. 11	- - -	330	203	196 7 6
St. John, Victoria Street, Heriot	*845 0 0			
St. John's, York Lane - - R. 5	- - -	548	248	223 4 6
St. Margaret's, Easter Rd. G. & I. E. 12	- - -	288	158	155 9 1
St. Mary's, Canonmills - - F.C.	150 5 0			
St. Mary's Cathedral, Albany St. R. 5	- - -	171	52	51 12 6
St. Mary's Cathedral, Boys', York Lane R. 5	- - -	237	67	59 8 6
St. Mary's, Lothian Street - - R. 2	1,200 0 0	653	313	298 6 0
St. Patrick's - R. 2	421 10 0	382	209	207 1 5
St. Stephen's - S. *c*	*800 0 0			
Tolbooth - - S.	*600 0 0			
EDINBURGH (ST. CUTHBERT'S AND DEAN):				
Coltbridge - P. 12	193 15 0	312	259	263 18 0
Gorgie - - P. 12	- - -	1,032	960	1,042 16 0
Slateford - - P. 1	*100 0 0 139 10 0	177	125	121 0 6
South Morningside P. 7	- - -	603	528	467 5 0
St. Cuthbert's - R. 1	- - -	144	77	72 7 6
FALA AND SOUTRA:				
Fala and Soutra P. 4	168 13 9	80	56	62 12 6
GLENCORSE:				
Glencorse - - P. 2	81 0 0	200	166	134 1 0
HERIOT:				
Heriot - - P. 8	- - -	108	79	88 2 6
INVERESK (LANDWARD):				
Cowpits - - P. 11	125 0 0	59	46	40 5 0
Old Craighall - Ch. 11	- - -	75	31	28 15 0
KIRKNEWTON AND EAST CALDER:				
East Calder - P. 2	192 2 6	272	262	277 13 0
Kirknewton - P. 2	- - -	135	77	76 3 6
Oakbank - - P. 2	- - -	122	117	109 9 6
Sunnyside - - P. 2	- - -	25	20	16 19 0
Wilkieston - P. 2	117 0 0	130	88	84 19 0
LASSWADE:				
Lasswade - - P. 6	90 6 6	420	351	391 10 6
Loanhead - - P. 6	270 4 0	494	411	415 2 0
Pentland - - P. 6	- - -	250	177	179 3 0
Rosewell - - P. 6	279 16 5	292	257	253 10 6
Roslin - - P. 6	297 10 0	394	289	307 1 6
Loanhead St. Margaret's - R. 6	- - -	205	177	170 11 0

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Edinburgh—*cont.*	£ s. d.			£ s. d.
LEITH (BURGH):				
Academy - - P. 7	- - -	435	307	354 4 6
Bonnington Road P. 12	803 17 6	887	853	927 9 6
Couper Street - P. 6	- - -	1,873	1,228	1,270 18 9
Great Junction St. P. 10	- - -	869	161	12 13 4
Great Junction St., Temporary P. 10	650 0 0	309	277	268 13 3
Links Place - P. 11	*550 0 0 844 3 1	776	544	568 2 6
Lochend Road - P. 10	- - -	1,619	1,284	1,274 7 5
Lorne Street - P. 12	712 15 0	706	679 79	749 12 0 46 18 0
Newhaven, Madras P. 6	*311 0 0	304	259	240 17 6
Newhaven, Victoria - - P. 6	130 10 0	503	446	460 13 0
North Fort Street P. 12	981 18 2	1,040	1,004 208	1,113 16 0 117 4 0
St. Thomas - P. 11	- - -	394	265	271 17 0
Yardheads - P. 11	359 17 6	1,218	888 103	941 4 6 64 14 0
Leith, St. Mary's R. 6	- - -	734	472	453 9 6
St. James' - E. 11	735 0 0	371	319	277 8 6
St. Joseph's - R. 6	- - -	104	31	30 2 6
St. Ninian's - F.C. *c*	*490 0 0			
LEITH, SOUTH (LANDWARD):				
South Leith - P. 11	220 18 9	260	237	231 14 6
LIBERTON:				
Bourdiehouse - P. 3	- - -	291	201	185 5 11
Gilmerton - - P. 3	249 17 6	356	219	220 9 0
Liberton - - P. 3	- - -	228	195	199 7 0
The Niddrie - P. 3	- - -	128	99	88 11 7
Gilmerton, The Anderson Female Industrial - - 3	- - -	110	86	87 5 6
New Craighall, Benhar Coal Company's - 3	- - -	448	349	330 17 6
MID-CALDER:				
Bellsquarry - P. 3	- - -	116	86	89 2 6
Causewayend - P. 2	- - -	50	9	23 15 6
Mid Calder - P. 3	90 0 0	285	192	198 18 6
Pumpherston - P. 3	- - -	306	243	214 14 4
MUSSELBURGH (BURGH):				
Grammar - - P. 11	- - -	380	162	165 6 6
Fisherrow, Burgh P. 11	423 0 0	823	768	672 0 0
Musselburgh - P. 11	156 15 0	424	354	344 6 0
Back of Fisherrow - - F.C. *c*	204 0 0			
St. Peter's - E. 11	- - -	262	243	214 12 6
NEWBATTLE:				
Easthouses - P. 7	- - -	62	50	44 12 6
Newbattle - P. 7	- - -	184	150	140 16 6
Newton Grange P. 7	- - -	492	306	323 19 0
NEWTON:				
Edmonstone - P. 4	- - -	66	38	37 16 6
Newton - - P. 4	- - -	195	142	137 3 0
PENICUIK:				
Howgate - - P. 5	170 18 1	103	66	62 5 0
Kirkhill - - P. 2	81 0 0	228	238	235 13 0
Nine Mile Burn P. 5	170 0 11	103	29	37 0 6
Penicuik - - P. 2	188 0 0	460	234	259 5 6
Penicuik, Infant P. 2	- - -	125	90	71 9 0
Penicuik - - E. 2	- - -	254	178	159 13 6
Penicuik - - R. 2	- - -	107	39	30 9 0
Valleyfield, Infant & Industrial 2	- - -	192	104	86 12 0

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Edinburgh—*cont.*	£ s. d.			£ s. d.
PORTOBELLO (BURGH):				
Portobello - P 1	775 10 0	700	512	564 18 0
Tower Bank - P. 1	- - -	331	308	282 9 0
Portobello, Female - 1	- - -	147	74	62 14 6
St. John's - - R. 1	- - -	278	171	161 13 6
RATHO:				
Ratho - - P. 5	- - -	249	203	209 19 0
Dalmahoy, St. Mary's - - E. 5	- - -	119	56	56 7 0
STOBHILL:				
Stobhill - - P. 1	529 13 1	712	433	427 2 0
STOW:				
Caitha - - P. 8	135 0 0	50	30	40 14 6
Fountainhall - P. 8	- - -	120	77	85 1 0
Stow - - P. 8	348 0 0	226	167	146 2 6
TEMPLE:				
Temple - - P. 5	- - -	124	59	60 3 0
Toxside - - 5	- - -	47	22	34 18 6
WEST CALDER:				
Addiewell - P. 6	- - -	552	333	358 9 6
Cobbinshaw - P. 7	- - -	87	79	59 3 0
Gavieside - - P. 6	- - -	280	182	182 4 0
Leavenseat - P. 6	166 13 4	166	60	65 6 6
West Calder - P. 7	254 5 5	516	446	459 9 6
West Calder - R. 7	269 5 0	292	188	187 18 6
Woodmuir Colliery 6	- - -	63	62	43 2 0
ELGIN.				
ALVES:				
Alves - - P. 4	227 10 0	200	142	133 11 0
BELLIE:				
Bellie - - P. 4	- - -	203	115	118 15 0
Fochabers Milnes' Institution - 11	- - -	516	296	361 19 6
BIRNIE:				
Birnie - - P. 4	- - -	144	74	74 18 0
CROMDALE:				
Achnarrow - P. 4	158 10 0	70	23	33 9 0
Advie - - P. 4	- - -	90	37	49 8 6
Cromdale - P. 4	198 7 6	100	64	70 7 6
Dava - - P. 4	125 0 0	50	18	32 5 0
Grantown - P. 1	- - -	442	264	267 6 0
DALLAS:				
Dallas - - P. 4	112 5 0	135	85	89 3 0
Kellas, Female P. 4	78 7 6	73	43	33 11 6
DRAINIE:				
Drainie - - P. 3	158 15 5	85	59	65 19 0
Kinnedar - - P.	522 1 6			
Lossiemouth - P. 12	513 10 0	822	579	506 12 6

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Elgin—*cont.*	£ s. d.			£ s. d.
DUFFUS:				
Burghead - - P. 2	304 12 6	595	359	354 6 9
Duffus - - P. 2	- - -	232	133	143 10 0
Hopeman - - P. 2	137 7 4	501	298	304 4 7
Roseisle - - P. 2	- - -	62	39	44 2 6
DYKE:				
Dyke - - P. 3	- - -	229	86	89 8 0
Kintessack - P. 3	- - -	57	23	22 0 6
EDINKILLIE:				
Dunphail - P. 3	82 10 0	100	41	47 12 8
Half Davoch - P. 3	61 17 6	50	22	33 6 0
Conicavel - - Ch. 3	- - -	58	40	41 10 0
Logie - - - 3	- - -	116	55	59 4 0
Relugas - - Ch. 12	- - -	61	21	21 2 7
ELGIN (BURGH):				
Bishopmill - P. 11	289 0 0	363	207	181 2 6
East End - - P. 11	- - -	443	191	161 19 7
Elgin, Girls - P. 11	*150 0 0 79 13 0	676	392	368 3 5
West End - P. 11	342 16 8	456	432 191	378 0 0 100 4 0
Elgin - - E. *c*	166 0 0			
St. Sylvester - R. 11	- - -	135	113	98 17 6
Trades - - *c*	*120 0 0			
ELGIN (LANDWARD):				
Clackmarras - P. 5	- - -	64	38	41 7 6
Mosstowie - P. 5	- - -	154	116	97 15 6
New Elgin - P. 5	174 13 4	120	100	90 7 0
Pluscarden - P. 5	240 3 4	120	85	85 16 6
FORRES (BURGH):				
Forres - - P. 1	448 15 0	400	422	431 5 6
Infant - - P.	57 10 0			
Anderson's Endowed Institution - 1	- - -	227	160	130 6 0
Female Industrial - - *c*	70 0 0			
St. John's Industrial - - E. 1	- - -	167	171	156 17 3
KINLOSS:				
Findhorn, Female P. 3	69 19 1	137	99	86 12 6
Kinloss - - P. 3	149 9 9	137	102	114 4 8
KNOCKANDO:				
Elchies - - P. 4	98 19 10	150	50	54 12 0
Kirdels, Female P. 4	- - -	69	30	38 10 0
Knockando - P. 4	226 6 8	188	85	81 11 0
Archiestown, Subscription - Ch. 4	101 0 0	90	93	78 15 0
NEW SPYNIE:				
New Spynie - P. 3	75 4 0	102	50	45 11 3
RAFFORD:				
Burgie - - P. 3	126 5 5	52	38	28 15 0
Rafford - - P. 3	- - -	80	54	58 17 10
Rafford, Female P. 3	- - -	61	36	31 10 0
ROTHES:				
Inchberry - P. 2	110 8 2	108	63	65 9 11
Rothes - - P. 2	449 8 9	436	344	306 1 8
ST. ANDREW'S LHANBRYDE:				
Cranloch - - P. 3	201 12 6	100	49	42 2 0
St. Andrew's Lhanbryde - P. 3	180 17 6	217	138	145 18 2

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Elgin—*cont.*	£ s. d.			£ s. d.
SPEYMOUTH:				
Garmouth - P. 2	289 2 1	230	160	155 2 11
Garmouth and Kingston - P. *c*	80 0 0			
Speymouth - P. 2	- - -	178	87	87 15 [illegible]
URQUHART:				
Urquhart - - P. 2	132 5 0	242	126	128 2 [illegible]
Leuchars - - 3	- - -	34	16	28 5 10
FIFE.				
ABDIE:				
Abdie - - P. 4	- - -	152	61	55 18 6
ABERDOUR:				
Aberdour - - P. 5	- - -	184	122	96 3 6
Donibristle Colliery - - P. 1	- - -	167	146	149 0 0
			20	11 4 0
ANSTRUTHER, EASTER:				
Anstruther Easter - - P. 6	222 0 0	332	217	211 16 6
ANSTRUTHER, WESTER:				
Anstruther, Wester P. 6	38 3 1	141	76	73 4 6
ARNGASK (*see* PERTHSHIRE).				
AUCHTERDERRAN:				
Auchterderran - P. 3	331 15 0	403	268	252 19 0
AUCHTERMUCHTY:				
Dunshalt - - P. 4	- - -	83	42	25 8 0
Madras - - P. 4	278 0 0	127	102	81 8 0
North - - P. 4	- - -	194	136	138 6 0
South - - P. *c*	65 0 0			
AUCHTERTOOL:				
Auchtertool - P. 5	- - -	143	114	108 11 6
BALLINGRY:				
Ballingry - - P. 1	371 0 0	250	222	189 7 0
BALMERINO:				
Balmerino - P. 5	- - -	129	106	98 11 0
BEATH:				
Cowdenbeath - P. 2	656 9 7	984	949	830 7 6
Hill of Beath - P. 2	- - -	195	103	106 12 9
Kelty - - P. 1	307 11 3	546	414	359 12 6
Lassodie - - P. 2	342 18 9	277	186	162 15 0
BURNTISLAND (BURGH):				
Burntisland - P. 5	606 5 0	744	571	600 16 0
			29	14 12 0
Burntisland - E. 5	- - -	242	224	196 0 0
BURNTISLAND (LANDWARD):				
Binnend - - P. 5	- - -	233	151	148 1 0
CAMERON:				
Cameron - - P. 7	- - -	68	55	57 8 0
Dennead - - P. 7	67 10 0	67	31	24 12 0
Rademie - - P. 7	- - -	101	42	35 11 6
CARNBEE:				
Arncroach - P. 7	151 0 0	99	55	52 3 0
Carnbee - P. 7	32 18 9	11	49	37 11 6

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Fife—*cont.*	£ s. d.			£ s. d.
CARNOCK:				
Cairney Hill - P. 2	25 0 0	107	50	47 18 0
Carnock - - P. 2	- - -	154	126	108 0 6
CERES:				
Ceres - - P. 5	- - -	179	160	158 2 0
Craigrothie - P. 5	- - -	108	57	49 12 6
COLLESSIE:				
Collessie - P. 4	- - -	131	78	68 7 6
Ladybank - P. 4	340 5 0	416	276	281 18 8
Collessie - F.C.	120 0 0			
CRAIL:				
Crail - - P. 6	- - -	352	230	238 2 0
CREICH:				
Creich - - P. 5	110 4 6	104	76	80 6 0
Brunton, Flisk, and Creich - F.C.	80 0 0			
CULROSS:				
Culross - - P. 11	- - -	137	82	82 14 6
CULTS:				
Cults - - P. 5	142 0 0	150	113	114 3 6
CUPAR (BURGH):				
Castlehill - - P. 12	- - -	715	452	470 2 6
Kirkgate - - P. 12	270 0 0	393	217	184 0 6
CUPAR (LANDWARD):				
Brighton - - P. 5	78 3 9	67	28	19 7 0
DAIRSIE:				
Dairsie - - P. 5	- - -	135	96	79 9 0
DALGETTY:				
Hillend - - P. 2	31 17 6	112	51	80 8 6
Mossgreen - P. 2	324 12 6	268	177	154 17 6
DUNBOG:				
Dunbog - - P. 5	- - -	120	80	84 9 6
DUNFERMLINE (BURGH):				
Commercial - P. 10	724 16 3	929	682	700 5 3
High (Primary) P. 11	400 0 0	186	90	90 11 0
			99	42 8 0
McLean - - P. 11	367 0 0	400	352	338 7 0
Milesmark - P. 2	415 2 6	400	341	364 11 6
Pittencrieff - P. 11	481 17 6	550	467	456. 8 3
Queen Anne - P. 11	645 0 0	697	451	451 6 6
St. Leonard's - P. 10	- - -	492	402	411 5 0
St. Margaret's - R. 10	- - -	151	74	68 3 6
DUNFERMLINE (LANDWARD):				
Charlestown - P. 1	- - -	215	132	123 7 6
Crossford - - P. 1	60 15 0	103	85	85 16 6
Crossgates - P. 1	- - -	213	213	196 10 6
Dunduff - - P. 1	- - -	64	52	51 16 0
Halbeath - - P. 1	485 17 6	400	297	299 19 10
Lime Kilns - P. 2	- - -	201	130	132 16 0
Townhill - - P. 2	485 17 6	400	335	312 9 6
Welwood - - P. 2	279 10 0	200	136	135 17 6

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Fife—*cont.*	£ s. d.			£ s. d.
DUNINO:				
Dunino - - P. 7	- - -	91	59	60 11 0
DYSART (BURGH):				
Dysart - - P. 11	*330 0 0 240 0 0	617	432	378 0 0
Dysart, Half-time P. 11	- - -	120	91	83 3 0
Gallatown - P. 12	434 16 0	343	291	254 12 6
Pathhead - - P. 12	474 12 6	600	594	519 15 0
Sinclairtown - P. 12	419 11 3	779	630	551 5 0
			101	63 10 0
DYSART (LANDWARD):				
Boreland - - P. 5	- - -	84	84	79 14 0
Strathore - - P. 4	- - -	97	20	19 9 5
ELIE:				
Elie - - - P. 3	- - -	160	101	94 9 6
Williamsburgh P. 3	112 17 8	102	71	61 11 6
FALKLAND:				
Falkland - - P. 4	150 11 3	272	199	199 11 6
Freuchie - - P. 4	150 9 9	299	142	132 18 2
FERRYPORT-ON-CRAIG:				
Ferryport-on-Craig - - P. 6	576 10 0	576	493	507 15 6
Ferryport-on-Craig - -F.C.	124 0 0			
FLISK:				
Flisk - - P. 5	72 11 10	73	37	47 7 0
FORGAN:				
Forgan - - P. 6	51 5 2	130	109	91 0 6
Newport - - P. 6	182 0 0	421	280	298 13 0
INVERKEITHING:				
Inverkeithing - P. 1	339 9 4	473	329	319 6 0
North Queensferry - - P. 1	165 0 0	140	95	87 10 6
KEMBACK:				
Kemback - - P. 5	188 10 0	188	118	106 5 6
KENNOWAY:				
Kennoway - P. 4	111 7 6	248	152	161 18 6
Star - - P. 4	- - -	110	60	70 17 0
KETTLE:				
Kettle - - P. 4	521 16 3	400	236	222 18 1
KILCONQUHAR:				
Colinsburgh - P. 3	95 0 0	176	68	57 18 6
Kilconquhar - P. 3	- - -	144	108	108 9 6
Earlsferry, Infant and Industrial - F.C. *e*	78 0 0			
KILMANY:				
Kilmany - - P. 5	- - -	64	42	37 19 0
Kilmany, Female P. 5	- - -	63	39	35 12 0
KILRENNY:				
Cellardyke - P. 6	327 0 0	508	402	351 15 0
Cellardyke, Female - - P. *c*	*110 0 0			
Kilrenny, Upper P. 6	- - -	147	73	77 4 6
KINGHORN:				
Kinghorn - P. 5	385 0 0	409	247	276 10 6
Kinghorn, Inft. P. 5	- - -	245	124	100 13 0

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Fife—*cont.*	£ s. d.			£ s. d.
KINGLASSIE:				
Cluny - - P. 4	- - -	70	43	36 19 6
Kinglassie - P. 7	- - -	248	149	140 6 0
KINGSBARNS:				
Kingsbarns - P. 6	- - -	216	120	119 3 0
KIRKCALDY (BURGH):				
Abbotshall - P. 10	- - -	632	468	460 8 6
			49	23 2 0
Burgh - - P. 11	670 16 7	340	223	273 0 0
East - - - P. 11	- - -	819	885	706 2 6
West - - P. 11	582 10 0	930	841	735 17 6
KIRKCALDY (LANDWARD) AND ABBOTSHALL:				
Chapel - - P. 7	222 10 0	149	97	87 11 6
LARGO:				
Kirkton - - P. 3	173 17 4	150	99	111 3 0
Lundin Mill - P. 4	330 0 0	178	79	71 14 0
Durham, Female, Charity - Ch. 3	200 1 3	142	97	84 12 0
LARGOWARD:				
Largoward - P. 7	38 5 0	164	101	106 0 6
New Gilston - P. 7	53 0 6	90	72	59 18 6
LESLIE:				
Leslie - - P. 12	*430 0 0 1,010 3 9	799	629	590 17 10
LEUCHARS:				
Balmullo - - P. 6	193 5 11	132	70	61 11 0
Guardbridge - P. 6	- - -	173	130	113 15 0
Leuchars - P. 6	- - -	232	174	156 12 6
LOCHGELLY:				
Lochgelly - P. 2	805 9 7	1,019	850	743 15 0
Lumphinnan's, St. Patrick's R. 2	- - -	98	135	102 7 3
LOGIE:				
Logie - - P. 5	- - -	72	50	58 3 6
MARKINCH:				
Balcurvie - - P. 4	167 7 6	292	179	186 14 0
Coaltown - - P. 4	- - -	200	124	116 7 0
Kirkforthar Feus - - P. 4	- - -	77	28	25 4 0
Markinch - P. 4	302 17 6	394	283	299 17 0
Milton - - P. 4	37 0 0	104	60	52 13 6
Preston - - P. 4	105 12 6	163	78	79 10 0
Thornton - - P. 4	257 17 0	305	180	185 2 0
MONIMAIL:				
Easter Fernie - P. 5	88 0 0	54	18	13 0 0
Letham - - P. 5	- - -	103	67	53 12 6
Monimail - - F.C.	90 0 0			
MOONZIE:				
Moonzie - - P. 5	- - -	53	38	50 14 6
NEWBURGH:				
Newburgh - P. 4	- - -	464	310	271 5 0
Madras, Female - - Ch. *c*	318 0 0			
NEWBURN:				
Newburn - - P. 3	- - -	90	37	34 10 6
PITTENWEEM:				
East - - - P. 6	- - -	321	202	226 12 0
South - - P. 6	79 0 0	220	161	125 2 0

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Fife—*cont.*	£ s. d.			£ s. d.
ST. ANDREW'S (BURGH):				
Burgh - - P. 7	360 0 0	508	471	527 9 3
East End - - P. 7	332 5 0	359	187	149 2 6
Infants - - P. 7	- - -	280	246	208 18 0
ST. ANDREW'S (LANDWARD):				
Boarhills - - P. 7	- - -	117	62	64 0 6
Strathkinness - P. 7	100 0 0	208	138	118 13 0
ST. MONANCE:				
St. Monance - P. 3	70 2 5	430	341	333 4 10
Female and Infant - - G.A.	125 0 0			
SALINE:				
Saline - - P. 1	202 0 7	200	139	131 19 0
SCOONIE:				
Leven - - P. 4	- - -	1197	868	867 12 10
			42	19 16 0
Smithy Green - P. 7	- - -	65	52	55 10 0
SPRINGFIELD:				
Springfield - P. 5	455 1 3	283	153	149 17 0
STRATHMIGLO:				
Gateside - - P. 5	45 10 0	107	62	52 11 0
Strathmiglo - P. 5	65 0 0	354	180	192 13 6
TORRYBURN:				
Torryburn - P. 2	62 10 0	170	146	151 4 6
			21	11 16 0
TULLIALLAN:				
Tulliallan and Kincardine - P. 3	300 0 0	528	371	401 8 11
WEMYSS:				
Buckhaven - P. 3	500 0 0	1104	724	768 13 6
			33	19 0 0
East, Evening - P.		—	50	27 10 0
Kirkland Cross-roads - - P. 3	367 15 0	538	467	408 12 6
Wemyss - - P. 3	378 0 0	299	238	220 10 1
Coaltown - - 3	- - -	148	114	107 1 6
West Wemyss, Dorothy - 3	- - -	326	207	170 13 0
			40	20 12 0
FORFAR.				
ABERLEMNO:				
Aberlemno - P. 3	- - -	152	86	69 12 0
Pitkennedy - P. 4	68 0 0	67	53	36 1 0
AIRLIE:				
Airlie - - P. 4	- - -	96	76	78 [illegible] 6
Craigton, Girls 4	- - -	62	16	13 [illegible] 6
ARBIRLOT:				
Arbirlot - - P. 7	- - -	149	82	81 2 0
Bonnington - P. *c*	168 0 0			
ARBROATH (BURGH):				
Abbey Church Half-time - P. 10	- - -	200	162	150 7 [illegible]
Inverbrothock - P. 1	457 10 0	875	648	718 0 [illegible]
Keptie - - P. 11	680 5 0	670	620	705 4 0

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Forfar—*cont.*	£ s. d.			£ s. d.
ARBROATH (Burgh) —*cont.*				
Ladyloan - - P. 1	533 5 0	520	406	455 19 6
Parkhouse - P. 11	- - -	605	311	310 10 6
The Abbey - P. 1	- - -	590	582	615 9 0
The Hill - - P. 11	343 15 0	347	269	277 7 6
Abbey Church - *c*	240 0 0			
Abbot Street - 11	- - -	336	262	255 3 9
Ladyloan - F.C.	20 0 0			
St. Thomas - R. 1	- - -	171	97	99 7 6
AUCHTERHOUSE:				
Auchterhouse - P. 7	- - -	168	71	61 17 0
BARRY:				
Barry - - P. 4	70 0 0	203	128	106 1 6
Carnoustie - P. 4	- - -	680	440	425 5 3
Carnoustie - F.C. *c*	460 0 0			
BRECHIN (BURGH):				
Bank Street - P. 2	482 1 8	258	262	273 16 9
Damacre Road P. 2	408 5 7	580	427	443 4 6
High - - - P. 2	360 5 0	612	234	277 15 0
The Tenements P. 2	569 0 0	550	464	475 12 7
Union Street - P. 12	*220 0 0	133	126	111 18 0
BRECHIN (LANDWARD):				
Aldbar - - P. 4	- - -	73	66	78 1 6
Little Brechin - P. 4	167 7 6	100	61	64 5 6
Arrat - - 4	- - -	56	33	26 7 6
Muirland - - S.	*60 0 0			
BROUGHTY FERRY (TOWN):				
Eastern - - P. 1	447 7 6	538	473	375 2 0
Grove Academy P. 5	- - -	397	296	359 5 6
Southern - - P. 1	252 10 0	307	245	230 1 0
Western - - P. 1	275 16 10	343	239	238 14 6
Broughty Ferry F.C.	186 0 0			
CARESTON:				
Careston - - P. 3	- - -	65	62	72 4 0
CARMYLIE:				
East - - - P. 7	230 15 0	131	92	83 18 0
West - - - P. 7	244 12 6	195	87	72 18 0
CORTACHY AND CLOVA:				
Cortachy - - P. 5	65 0 0	149	53	57 9 0
Clova - - P. 5	- - -	60	14	28 13 6
Glenprosen - P. 4	116 0 0	50	18	28 7 6
Wateresk - - P. 5	- - -	39	26	41 11 6
COUPAR ANGUS (*see* PERTHSHIRE).				
CRAIG:				
Craig - - - P. 3	- - -	166	123	120 11 6
Ferryden, Senior P. 3	80 0 0	162	166	147 7 10
Ferryden, Infants P. 3	*75 0 0	165	165	142 0 6
Westerton - - P 4	- - -	42	31	38 9 0
DUN:				
Dun - - - P. 3	128 11 3	171	106	113 4 0

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Forfar—*cont.*	£ s. d.			£ s. d.
DUNDEE (BURGH):				
Ancrum Road - P. 11	531 13 9	777	609	615 5 0
			62	29 14 0
Balfour Street - P. 1	407 13 3	903	711	712 18 0
Blackness - P. 3	- - -	1,242	1,219	1,327 13 10
Brown Street - P. 3	550 0 0	650	518	526 19 6
			28	14 10 0
Butterburn, Half Time - P. 12	- - -	1,041	789	701 1 6
Clepington - P. 2	763 5 0	1,175	1,171	1,167 9 7
Cowgate - - P. 1	- - -	921	807	707 0 0
			84	36 6 0
Deaf and Dumb P. 10	- - -	38	19	59 11 9
Dudhope - - P. 2	532 15 0	858	660	686 19 0
Glebelands - P. 2	772 15 0	1,275	1,229	1,269 19 0
Harris Academy P. 5	- - -	1,112	1,032	1,273 17 6
Hawkhill - P. 12	85 0 0	990	1,025	1,079 6 4
			120	59 2 0
Hill Street - P. 12	539 17 6	1007	1,009	1,046 4 0
			134	61 12 0
Hill Town - P. *c*	400 0 0			
Hunter Street - P. 2	- - -	286*a*	238	187 16 0
Lochee Liff Road P. 12	- - -	662	483	508 19 6
Lochee, South Road - P. 12	- - -	399	376	317 14 6
			79	49 0 0
Mitchell Street P. 1	- - -	567	547	440 11 6
Morgan Academy P. [illegible]	- - -	973	717	864 11 10
Rosebank - - P. 3	- - -	1310	1,133	1,140 16 7
			58	31 14 0
Rosebank Sessl. P. [illegible]	278 0 0	197	164	125 3 0
Victoria Road - P. 3	- - -	853	732	758 9 0
			296	144 4 0
Wallace Town - P. 2	472 10 0	510	605	575 13 0
Chalmers', Girls' F.C.	312 0 0			
Constable and Wallace Works 10	- - -	230	131	104 2 6
Dens Works - 10	- - -	372	408	378 5 0
Institution for the Blind - 10	- - -	—	14	82 12 0
Lochee, Camperdown Jute Works, Half Time 10	- - -	317	173	129 16 6
Lochee - - E. 10	- - -	150	146	118 4 0
Lochee, St. Mary R. 12	323 0 0	590	514	449 15 0
Lochee - - S.	*130 0 0			
Meadowside, Male S. *c*	*870 0 0			
Park Wynd, Infts. F.C.	*240 0 0			
Pole Park Works, Half Time - 10	- - -	124	113	92 6 6
St. Andrew's, Boys R. 11	457 10 0	476	250	245 13 6
St. Andrew's, Girls R. 11	- - -	584	384	380 6 0
St. Andrew's - S. 5	514 17 4	500	458	400 15 0
St. John's, Boys, Industrial - F.C.	*260 0 0			
St. John's, Girls & Infts. F.C. 3	163 12 6	384	166	137 17 6
St. Joseph's - R. 11	- - -	831	435	430 14 0
St. Mary's - R. 11	- - -	1,506	781	683 7 6
St. Patrick's - R. 10	- - -	427	369	342 8 6
St. Paul's - E. 11	- - -	432	426	372 15 0
St. Salvador's - E. 11	- - -	858	703	615 2 6
St. Stephen's - R. 11	- - -	546	386	334 15 6
Seafield's Works, Half Time - 10	- - -	181	109	90 7 0
Smithfield - E. 11	- - -	238	176	140 0 0
Ward Mills - 7	- - -	314	184	170 13 0
DUNDEE (LANDWARD):				
Drumgeith - P. 5	- -	202	159	160 14 [illegible]
DUNNICHEN:				
Craichie - - P. 6	152 0 [illegible]	100	65	66 4 0
Letham, Infant - P. 6	184 16 0	87	62	47 19 0
Letham, Mixed - P. 6	252 2 6	156	85	88 2 0

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Forfar—*cont.*	£ s. d.			£ s. d.
EASSIE AND NEVAY:				
Eassie and Nevay - - P. 7	107 10 0	127	99	94 17 6
EDZELL:				
Edzell - - P. 3	105 7 6	185	113	113 14 0
Waterside - - P. 5	138 0 0	60	17	31 12 0
FARNELL:				
Farnell - - P. 3	- - -	130	120	117 7 6
FEARN:				
Fearn - - P. 4	- - -	[illegible]	40	50 18 [illegible]
FORFAR (BURGH):				
Academy - - P. 4	237 3 4	260	121	137 4 0
East - - - P. 4	346 9 4	423	421	368 7 6
			14	6 6 0
Forfar - - P. 4	- - -	240	245	203 19 6
Industrial - - P. *c*	388 0 0			
North - - P. 4	452 0 0	400	407	350 0 0
Wellbraehead - P. 4	89 7 6	350	295	266 12 0
West - - - P. 4	294 7 7	607	573	530 2 6
			36	18 8 0
FORFAR (LANDWARD):				
Kingsmuir - P. 6	95 1 3	135	95	85 7 0
Lunanhead - P. 6	111 14 10	147	101	94 5 0
FRIOCKHEIM:				
Friockheim - P. 7	216 3 1	320	210	183 15 0
Friockheim - G.A. *c*	*70 0 0			
	*100 0 0			
GLAMIS:				
Glamis - - P. 6	282 0 0	200	116	109 10 6
Glen Ogilvy, The Milton - P. 6	- - -	68	50	51 8 0
GLENISLA:				
Folda - - - P. 5	233 4 0	81	11	31 14 0
Glenisla - - P. 5	65 0 0	73	25	40 2 0
Kilry - - - P. 5	- - -	68	50	65 6 6
Brewlands - F.C. *c*	196 0 0			
GUTHRIE:				
Guthrie - - P. 4	- - -	112	72	72 3 6
INVERARITY:				
Inverarity - P. 5	- - -	197	115	119 2 0
Kirkbuddo - P. 4	100 0 0	91	44	47 2 6
INVERKEILLOR:				
Chapelton - P. 3	- - -	137	83	76 4 6
Inverkeillor - P. 3	- - -	232	186	164 5 5
KETTINS:				
Kettins - - P. 7	- - -	137	102	104 15 0
KINGOLDRUM:				
Kingoldrum - P. 5	- - -	90	48	58 9 0
KINNELL:				
Kinnell - - P. 3	151 10 0	147	88	90 12 6
KINNETTLES:				
Kinnettles - P. 6	- - -	110	78	77 11 6
KIRKDEN:				
Kirkden - - P. 6	63 0 0	127	69	63 14 0
KIRRIEMUIR:				
Carrock - - P. 4	132 10 0	60	15	28 19 0
Kirriemuir - P. 2	430 0 0	876	567	641 12 4
Padanarum - P. 4	158 15 0	77	64	62 19 0

a Exclusive of temporary accommodation.

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
			Average Attendance.	Amount.
Forfar—*cont.*	£ s. d.			£ s. d.
KIRRIEMUIR—*cont.*				
Roundyhill - P 4	178 15 0	91	75	77 4 6
Westmuir - P. 2	- - -	60	40	28 9 3
St. Mary's - E. 2	- - -	180	180	170 12 6
LETHNOT AND NAVAR:				
Lethnot and Navar - - P. 5	114 10 0	50	32	42 19 6
LIFF, BENVIE, AND INVERGOWRIE:				
Liff - - - P. 5	- - -	133	89	90 19 0
Muirhead of Liff P. 5	197 0 0	163	111	104 11 6
LINTRATHEN:				
Backwater - P. 5	- - -	30	12	27 1 6
Braes of Coull - P. 5	- - -	63	22	37 5 0
Lintrathen - P. 5	- - -	101	40	52 5 0
LOCHLEE:				
Lochlee - - P. 5	- - -	91	33	43 19 6
LOGIE-PERT:				
Craigo Works - P. 3	65 0 0	138	96	83 6 6
Logie-Pert - P. 3	- - -	112	60	51 1 0
LUNAN:				
Lunan - - P. 3	- - -	82	45	40 16 6
LUNDIE:				
Lundie - - P. 7	- - -	108	46	50 15 6
MAINS AND STRATHMARTINE:				
Downfield - - P. 7	- - -	227	190	194 19 0
Mains - - P. 7	- - -	109	118	112 2 0
Strathmartine - P. 7	147 6 2	150	117	103 0 0
MARYTON:				
Maryton - - P. 3	121 5 0	116	46	46 14 6
MENMUIR:				
Menmuir - - P. 3	106 0 0	135	83	95 14 6
MONIFIETH:				
Mattocks - - P. 4	193 12 6	126	92	83 19 6
Monifieth - - P. 4	- - -	500	279	281 17 0
MONIKIE:				
Bankhead - P. 6	89 15 0	78	33	42 15 6
Monikie - - P. 6	131 0 0	100	69	73 13 0
Newbigging - P. 6	- - -	86	90	81 7 6
Monikie, Female F.C. 6	- - -	79	53	43 16 6
MONTROSE (BURGH):				
Academy, Infant P. 12	- - -	105	68	71 14 0
Castle Street Mission - P. *c*	373 5 0			
Dorward's - P. 12	- - -	220*a*	341	298 7 6
Half Time - P. 10	- - -	162	88	89 16 0
Lochside - - P. 11	132 13 9	135	70	61 5 0
Montrose - - P. *c*	382 0 0			
North Links - P. 11	*200 0 0 }	320	180	194 15 6
" - "	126 0 0 }			
Southesk - - P. 11	- - -	745	581	570 9 6
Townhead - P. 11	38 10 0	566	511	436 12 6
White's Place, Infant - - P. 12	- - -	204	166	133 11 0
Chapel Works Half Time - 10	- - -	106	44	38 10 0

a Exclusive of temporary accommodation.

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			Average Attendance.	Amount.
Forfar—*cont.*	£ s. d.			£ s. d.
MONTROSE (LANDWARD):				
Loanhead - - P. 2	404 15 0	208	116	101 2 6
Hill Side - - F.C.	169 0 0			
MURROES:				
Murroes - - P. 5	230 0 0	165	94	97 14 6
NEWTYLE:				
Newtyle - - P. 7	258 12 8	313	123	102 4 6
OATHLAW:				
Oathlaw - - P. 3	- - -	95	78	81 12 0
PANBRIDE:				
Muirdrum - P. 4	76 13 5	50	32	25 18 6
Panbride - - P. 4	161 15 6	274	217	224 18 0
PERSIE (*see* PERTHSHIRE).				
RESCOBIE				
Rescobie - - P. 4	- - -	61	32	39 9 0
RUTHVEN:				
Ruthven - - P. 4	- - -	64	45	58 0 6
ST. VIGEAN'S & ARBROATH (LANDWARD):				
Colliston - P. 3	193 2 6	170	97	96 9 6
St. Vigean's - P. 3	192 6 10	188	85	88 16 0
STRACATHRO:				
Stracathro - P. 3	- - -	145	77	80 19 6
TANNADICE:				
Burnside of Inshewan - - P. 4	90 0 0	67	37	51 16 0
Denside - - P. 3	- - -	75	43	58 0 6
Tannadice - P. 3	- - -	132	72	72 1 6
TEALING:				
Tealing - - P. 7	114 18 5	138	86	85 0 0
Tealing Second- P. *c*	73 10 0			
HADDINGTON.				
ABERLADY:				
Aberlady - - P. 5	- - -	206	144	140 9 0
ATHELSTANEFORD:				
Athelstaneford- P. 4	51 15 0	164	96	91 19 0
BOLTON:				
Bolton - - P. 4	- - -	68	16	26 5 0
DIRLETON:				
Dirleton - - P. 5	- - -	142	80	78 8 6
Gullane - - P. 5	- - -	81	75	68 7 6
Kingston - - P. 5	- - -	120	58	46 11 0
DUNBAR (BURGH):				
Dunbar, Burgh P. 1	- - -	250	220	197 0 8
Lamer - - P. 1	- - -	250	242	206 10 6
Dunbar - - F.C.	64 0 0			

c School closed.

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Haddington—*cont.*	£ s. d.			£ s. d.
DUNBAR (LANDWARD):				
Belhaven - - P. *c*	121 3 9			
East Barns - P. 3	- - -	106	71	70 15 6
West Barns - P. 3	- - -	239	167	164 4 6
GARVALD:				
Garvald - - P. 4	- - -	125	61	63 9 6
GLADSMUIR:				
Gladsmuir - P. 5	- - -	113	39	35 13 6
Longniddry - P. 5	280 0 0	144	95	89 3 0
Macmerry - P. 5	- - -	140	110	80 12 8
Samuelston - Ch. 5	- - -	61	31	35 18 0
HADDINGTON (BURGH):				
Industrial - - P *c*	120 15 9			
Primary - - P. 4	356 12 0	689	475	528 1 6
Roman Catholic 4	165 0 0	165	107	95 13 6
HUMBIE:				
Humbie - - P. 4	- - -	101	52	42 5 6
INNERWICK:				
Innerwick - P. 3	- - -	126	96	95 2 0
MORHAM:				
Morham - - P. 4	140 5 7	60	29	28 15 6
NORTH BERWICK:				
North Berwick P. 5	472 5 0	400	310	293 16 6
Halfland Barns, Subscription - 5	- - -	68	26	32 16 0
OLDHAMSTOCKS:				
Oldhamstocks - P. 3	- - -	100	80	86 11 6
ORMISTON:				
Crossroads - P. 4	- - -	153	106	104 3 6
Ormiston - - P. 5	- - -	168	164	159 4 4
PENCAITLAND:				
Pencaitland - P. 3	- - -	193	106	113 0 0
PRESTONKIRK:				
East Linton - P. 5	- - -	364	203	200 8 0
Prestonkirk (late F.C.) - - P, *c*	100 0 0			
PRESTONPANS:				
Prestonpans - P. 2	501 5 0	493	498	455 5 1
Prestonpans - F.C.	104 0 0			
SALTON:				
Salton - - P. 3	130 7 6	139	103	101 13 6
SPOTT:				
Spott - - P. 4	74 5 0	120	78	70 19 0
STENTON:				
Stenton - - P. 4	- - -	150	98	105 12 0
TRANENT:				
Cockenzie, District P. 2	- - -	429	291	254 12 6
Elphinstone - P. 2	145 0 0	198	157	137 8 0
Tranent - - P. 2	650 19 7	608	533	536 1 6
Tranent - - F.C. *c*	72 10 0			
WHITEKIRK AND TYNNINGHAME:				
Tynninghame - P. 5	48 17 6	122	71	58 2 0
Whitekirk - P. 5	103 10 0	100	80	61 1 4

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Haddington—*cont.*	£ s. d.			£ s. d.
WHITTINGHAME:				
Kingside Combn. P. 4	- - -	24	14	11 16 3
Whittinghame - P. 4	- - -	90	49	59 13 0
YESTER:				
Yester - - P. 4	- - -	174	110	115 10 6
Longyester - P. 4	- - -	60	24	28 10 6
INVERNESS.				
ABERNETHY AND KINCARDINE:				
Abernethy - P. 4	353 10 0	198	107	138 7 0
Dorback - P. 4	483 7 3	40	14	27 3 0
Glenbrown and Glenlochy - P. 4	- - -	42	10	25 19 6
Tulloch - - P. 4	706 5 9	84	24	48 15 6
ACHARACLE (*see* ARGYLLSHIRE).				
ALVIE:				
Alvie - - - P. 4	700 0 0	118	57	84 5 6
Laggan lia - - P. 4	- - -	53	30	47 3 6
Lynwilg - - P. 4	- - -	22	18	39 12 6
ARDERSIER:				
Ardersier - - P. 12	610 17 1	200	109	98 18 6
ARDNAMURCHAN (*see* ARGYLLSHIRE).				
BARRA:				
Castlebay - - P. 5	904 9 8	170	137	138 19 0
Craigston - - P. 5	- - -	67	52	62 14 0
Minglay - - P. 5	494 13 10	87	29	45 12 6
Northbay - - P. 5	799 19 8	79	85	98 10 6
BOLESKINE AND ABERTARFF:				
Boleskine - - P. 3	848 2 3	97	42	65 16 0
Fort Augustus - P. 3	891 18 6	100	61	70 8 0
Knockchoilum - P. 3	693 10 4	40	18	14 3 0
Fort Augustus - R. 3	- - -	67	21	22 10 6
Whitebridge - R. 3	- - -	67		
BRACADALE:				
Carbost - - P. 6	714 8 0	70	46	66 8 0
Glenbrittle - P.	491 3 0			
Soay - - - P. 6	606 0 8	25	15	31 8 0
Struan - - P. 6	700 3 1	70	44	69 0 6
Carbost - - G.A.	125 0 0			
CROY AND DALCROSS:				
Balcroy - - P. 1	- - -	44	21	19 9 6
Clava - - P. 1	825 0 0	112	31	38 1 6
Croy - - - P. 1	872 0 0	197	104	115 2 6
DAVIOT AND DUNLICHTY:				
Brin - - P. 2	- - -	88	32	50 17 0
Daviot - - P. 2	774 9 0	80	44	65 15 0
Daviot (late F.C.) P. *c*	85 0 0			
Dunmaglass - P. 2	666 5 0	50	20	37 6 0
Farr - - - P. 2	829 12 6	90	37	56 4 6
DORES:				
Aldourie - - P. 2	550 12 6	125	45	63 2 0
Bunchrubin - P. 2	905 14 8	80	21	33 4 9
Stratherrick - P. 2	912 10 0	110	40	51 18 6
Stratherrick - F.C.	226 16 0			

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Inverness—*cont.*	£ s. d.			£ s. d.
DUIRINISH:				
Borraraig - P. 7	635 12 6	75	68	96 4 0
Borrodale - P. 7	854 2 5	170	114	141 10 0
Colbost - P. 7	85 10 0	81	68	89 8 6
Dunvegan - P. 7	697 12 1	84	66	98 15 0
Edinbain - P. 7	- - -	131	82	95 4 6
Knockbreck - P. 7	698 0 0	90	74	77 11 0
Lochbay - P. 7	801 18 10	90	65	75 2 0
Vattin Bridge - P. 7	799 11 2	140	79	110 5 0
Edinbain - G.A.	180 0 0			
Loanmore - F.C.	181 0 0			
DUTHIL AND ROTHIEMURCHUS:				
Deshar - P. 4	744 19 5	128	62	78 10 6
Dulnain Bridge P. 4	272 0 0	113	47	43 19 6
Duthil - P. 4	771 12 5	124	76	102 15 6
Rothiemurchus P. 4	743 4 6	103	71	97 9 0
GLENELG:				
Arnisdale - P. 7	617 0 0	46	22	52 14 0
Brinacory - P. 7	652 10 0	36	17	42 5 0
Earir - P. 7	618 5 7	30	13	21 14 8
Glasnacardock - P. 7	682 2 11	60	49	67 17 6
Glenelg, District P. 7	748 16 4	87	40	83 8 0
Inverie - P. 7	613 8 7	48	27	45 6 0
GLENGARRY:				
Aberchalder - P. 3	- - -	28	20	36 15 6
Glenquoich - P. 7	- - -	24	11	38 2 10
Invergarry - P. 3	- - -	111	32	52 17 11
Inshlaggan - P. *c*	588 1 0			
HARRIS:				
Bernera - P. 5	1,048 0 0	80	82	84 15 1
Drinishader - P. 5	998 19 3	105	42	47 1 11
Finsbay - P. 5	769 0 0	52	28	39 12 0
Kyles Scalpa - P. 5	833 9 3	71	47	56 6 6
Kyles Stocknish P. 5	1,088 0 0	125	62	88 4 0
Manish - P. 5	1,110 0 0	95	53	72 1 0
Obe - P. 5	1,160 0 0	85	57	86 5 6
Scalpa - P. 5	1,018 10 0	125	83	85 6 0
Scarp - P. 5	892 10 0	39	32	59 18 6
Scarista - P. 5	755 0 0	42	18	38 0 0
Tarbert, Sir E. Scott's P. 5	- - -	98	89	158 4 0
INSH:				
Insh - P. 4	[illegible]	88	33	56 2 0
INVERNESS (BURGH):				
Central - P. 11	365 0 0	555	372	380 5 0
Clachnaharry - P. 11	177 0 0	150	73	64 19 5
Farraline Park P. 11	- - -	805	490	428 15 0
High - P. 11	889 18 8	440	460	467 15 8
Merkinch - P. 11	364 0 0	551	539	471 12 6
			73	42 14 0
Cathedral, Boys E. 11	- - -	150	86	85 4 0
Rainings - Ch. 11	*125 0 0 87 0 0	530	550	592 14 5
Roman Catholic 11	- - -	206	141	144 8 6
The Bishop's - E. 11	530 0 0	211	104	98 13 6
INVERNESS (LANDWARD):				
Abriachan - P. 1	724 2 1	100	47	55 1 6
Culcabock - P. 1	749 6 0	100	71	64 12 6
Culduthel - P. 1	689 13 1	122	77	76 17 0
Culloden - P. 1	- - -	136	63	76 6 0
Dochgarroch - P. 1	956 9 2	122	60	74 11 6
Nairnside - P. 2	- - -	89	46	62 9 6

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Inverness—*cont.*	£ s. d.			£ s. d.
KILMALLIE:				
Achnacarry - P. 2	- - -	24	14	28 19 0
Ardgour - P. 7	644 15 6	60	26	44 0 6
Banavie - P. 7	832 15 10	96	65	107 17 8
Barmacfoldach P. 2	- - -	30	9	26 10 6
Duisky - P. 7	507 1 4	40	20	39 0 0
Fort William - P. 2	1,659 12 11	365	131	190 4 6
			9	4 2 0
Kingairloch - P. 7	- - -	25	15	32 19 0
Kinlocheil March P. 7	628 11 4	40	10	27 4 0
Oinich - P. 2	719 10 2	70	32	41 4 0
Trislaig - P. 7	504 15 0	36	—	*a*6 15 0
North Ballachulish, St. Bride's E. 2	- - -	60	24	21 5 6
Fort William - R. 2	- - -	123	65	74 3 6
KILMONIVAIG:				
Kilmonivaig - P. 2	695 16 0	90	52	61 8 0
Roy Bridge - P. 2	964 7 2	92	48	62 5 0
Tomcharich - P. 2	524 13 6	30	18	35 11 6
KILMORACK:				
Beauly - P. 12	1,479 9 3	250	173	172 2 6
Cannick Bridge P. 3	1,009 0 3	69	13	30 4 0
Struy - P. 3	957 6 8	66	20	37 7 6
Teanassie - P. 3	1,033 14 0	100	82	96 18 6
Beauly - R. 12	- - -	90	41	43 18 6
Marydale - R. 3	- - -	68	10	9 10 0
KILMUIR:				
Kilmaluig - P. 7	770 1 0	70	79	93 16 6
Kilmuir - P. 7	1,1[illegible] 2 6	125	115	133 12 0
KILTARLITY:				
Culburnie - P. 3	679 15 0	90	57	63 6 6
Glenconvinth - P. 3	663 3 6	81	53	67 6 0
Guisachan - P. 3	- - -	200	37	53 19 6
Tomnacross - P. 3	318 14 10	159	79	94 16 6
Eskadale - R. 3	- - -	84	13	18 17 3
KINGUSSIE:				
Dalwhinnie - P. 2	513 10 0	40	18	35 6 0
Kingussie - P. 2	1,963 14 [illegible]	268	177	290 8 0
Newtonmore - P. 2	883 11 9	159	81	97 3 6
KIRKHILL:				
Inchmore - P. 1	900 0 0	163	92	108 2 6
Kirkton - P. 1	591 1 0	60	53	80 13 0
Knockbain - P. 1	616 1 0	76	61	61 13 0
LAGGAN:				
Gergask - P. 4	803 3 4	117	81	125 15 0
Glentruim - P. 4	677 0 0	36	23	38 3 6
Lochiaggan - P. 4	770 0 0	40	27	46 4 0
MOY AND DALAROSSIE:				
Dalarossie - P. 3	624 6 6	50		
Raibeg - P. 3	720 1 6	90	42	61 11 0
Moy - F.C.	75 12 0			
NORTH UIST:				
Balashare - P. 5	671 19 5	98	49	56 2 6
Boreray - P. 5	507 5 2	36	26	46 2 6
Carinish - P. 5	837 6 1	105	81	100 7 6
Claddach Kirkibost P. 5	497 16 8	91	67	93 2 0
Dunskellar - P. 5	796 0 0	90	31	[illegible] 3 6
Grimisay - P. 5	753 7 1	70	52	[illegible] 4 6
Heisker - P. 5	557 7 2	25	20	34 19 0
Locheport - P. 5	491 3 11	62	39	[illegible] 18 0
Lochmaddy - P. 5	567 10 4	39	29	46 18 6
Paible - P. 5	1,245 19 6	180		
Tighary - P. 5	792 13 2	84	83	90 13 6
Trumisgarry - P. 5	565 6 10	25		

a Grant under Art. 19 D. (*a*) only.

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Inverness—*cont.*	£ s. d.			£ s. d.
PETTY:				
East - - - P. 1	1,006 13 0	104	82	89 3 0
West - - - P. 1	1,053 17 6	150	78	84 3 0
PORTREE:				
Braes - - P. 6	241 6 6	152	121	109 15 0
			33	17 4 0
Glens - - P. 6	705 13 0	30	30	54 19 6
Portree - - P. 7	1,476 5 4	292	194	293 1 0
Raasay - - P. 6	528 4 4	49	61	83 14 6
Rona - - P. 6	652 11 10	52	31	56 13 0
Sconser - - P. 6	656 6 0	50	39	56 10 0
Torran - - P. 6	774 14 9	60	38	57 11 0
SLEAT:				
Aird - - - P. 6	782 5 0	68	49	62 8 6
Ardvaser - - P. 6	846 0 3	51	48	66 18 0
Drumfern - - P. 6	- - -	30		
Duisdale - - P. 6	969 13 6	116	49	53 8 0
Ferrindonald - P. 6	676 5 9	90	23	20 2 0
Kylerhea - - P. 6	- - -	27	18	35 18 6
Tarscabhaig - P. 6	753 5 0	80	40	53 4 6
SMALL ISLES:				
Canna - - P. 8	471 11 10	22	11	25 16 6
Eigg - - - P. 8	537 10 9	60	35	61 12 0
Rum - - - P. 8	- - -	31		
SNIZORT:				
Bernisdale - P. 7	1,239 3 10	120	69	88 18 6
Carbost Macdiarmid - - P. 7	- - -	64	61	81 3 6
Glenhinisdale - P. 7	579 8 9	33	14	27 5 0
Kensaleyre - P. 7	653 10 4	76	34	55 7 6
Uig - - - P. 7	1,037 3 7	134	88	94 14 0
Bernisdale - F.C.	133 0 0			
SOUTH UIST:				
Balivanich - P. 5	1,062 13 6	98	57	89 15 6
Daliburgh - P. 5	1,152 6 9	140	90	106 2 0
Eriskay - - P. 5	1,047 1 4	85	67	80 10 6
Garynamonie - P. 5	1,143 18 3	133	119	126 6 6
			38	20 6 0
Howmore - - P. 5	854 0 0	84	61	73 11 6
Jochdar - - P. 5	1,073 4 3	146	89	93 18 0
Kilerivagh - P. 5	- - -	45	46	73 3 6
Stoneybridge - P. 5	1,148 1 4	98	55	55 4 0
Torlum - - P. 5	- - -	195	77	91 17 0
STENSCHOLL:				
Staffin - - P. 7	971 5 4	150	157	192 5 0
Valtos - - P. 7	995 0 0	90	61	75 4 0
STRATH:				
Breakish - - P. 6	777 12 3	82	75	69 7 6
Broadford - P. 6	956 7 11	132	98	104 18 0
Dunan - - P. 6	734 16 10	63	39	63 4 0
Elgol - - P. 6	737 17 9	49	42	66 18 0
Heast - - P. 6	642 8 11	22	12	28 8 0
Kyleakin - - P. 6	709 10 2	51	43	64 6 0
Torrin - - P. 6	722 0 9	51	44	69 1 6
URQUHART AND GLENMORISTON:				
Balnain - - P. 4	986 19 6	97	36	46 16 0
Bunloit - - P. 4	880 2 6	60	22	37 17 6
Corrymony - P. 4	681 0 6	32	20	33 5 0
Dalchreichard - P. 4	852 17 6	63	24	44 16 0
Glen Urquhart P. 4	2,040 12 6	233	138	169 3 0
Invermoriston - P. 4	831 9 9	55	49	75 6 6

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KINCARDINE.	£ s. d.			£ s. d.
ARBUTHNOT:				
Arbuthnot - P. 12	- - -	129	79	81 13 6
BANCHORY-DEVENICK:				
Banchory Devenick - - P. 2	134 0 0	133	88	90 12 0
Findon - - P. 2	247 8 1	160	113	104 12 0
Porthlethen - P. 2	- - -	171	156	156 18 8
BANCHORY-TERNAN:				
Central - - P. 3	384 17 11	308	189	180 16 0
Crathes - - P. 3	186 0 5	130	88	97 9 6
Inchmarlo - P. 3	128 5 0	120	79	70 9 0
Tilquhillie - P. 3	- - -	61	17	30 10 6
Loanhead - - F.C.	206 15 0			
Raemoir - - 3	- - -	46	41	33 7 6
Reid and Burnett, Endowed Female - - 3	- - -	112	96	84 0 0
BENHOLM:				
Benholm - - P. 12	- - -	76	66	61 14 0
Johnshaven - P. 12	187 3 9	270	228	199 10 0
BERVIE:				
Bervie - - P. 12	- - -	209	167	160 2 0
Gourdon - - P. 12	298 10 0	322	241	210 17 6
Gordon's Female - - Ch. 12	- - -	121	96	84 3 5
DRUMOAK (*see* ABERDEENSHIRE).				
DUNNOTTAR:				
Brackmuirhill - P. 3	- - -	128	66	48 16 0
Dunnottar - P. 3	- - -	586	378	267 15 0
			31	14 6 0
Stonehaven - E. 3	- - -	98	101	110 9 4
DURRIS:				
Crossroads - P. 2	180 6 3	100	56	53 11 6
Woodlands - P. 2	219 16 3	130	57	53 13 6
FETTERCAIRN:				
Fettercairn - P. 5	- - -	198	134	121 3 6
Fettercairn (late F.C.) - - P. *c*	59 0 0			
Inch - - - P. 5	184 5 7	120	37	31 7 0
Fasque - - 5	- - -	79	61	59 9 0
FETTERESSO AND RICKARTON:				
Cairnhill - - P. 3	220 5 0	152	78	76 8 0
Cookney - - P. 3	137 8 4	141	90	93 6 6
Muchalls - - P. 3	127 18 1	55	47	42 10 0
Netherley - - P. 5	110 0 0	67	44	38 10 0
Rickarton - - P. 3	- - -	107	69	81 11 0
Stonehaven - P. 3	451 13 11	545	344	368 19 0
Tewel - - P. 1	133 0 11	65	35	43 5 6
Newtonhill - E. 3	- - -	70	46	41 9 6
FORDOUN:				
Cocketty - - P. 5	- - -	47	33	31 0 2
Fordoun - - P. 5	- - -	245	153	133 13 6
Landsend - - P. 5	125 0 0	62	55	51 5 6
Tipperty - - P. 5	- - -	49	18	27 15 0
GARVOCK:				
Garvock - - P. 4	- - -	92	45	60 8 6

c School closed.

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Kincardine—*cont.*	£ s. d.			£ s. d.
GLENBERVIE:				
Brae - - - P. 2	135 2 6	72	32	42 0 0
Glenbervie - P. 2	- - -	169	102	94 3 6
KINNEFF AND CATTERLINE:				
Barras - - P. 3	137 3 9	60	49	53 7 0
Kinneff - - P. 3	- - -	143	60	60 17 0
Catterline - E. 3	- - -	63	59	51 12 6
LAURENCEKIRK:				
Laurencekirk - P. 1	451 0 4	334	254	248 8 7
Redmyre - - P. 5	218 10 11	153	76	63 1 0
Laurencekirk - E. 1	- - -	120	74	54 6 0
MARYCULTER:				
Boys - - - P. 3	- - -	74	46	35 5 0
East, Girls and Infants - - P. 3	69 15 0	69	44	44 8 11
West, Girls and Infants - - P. 3	69 15 0	69	52	45 10 0
MARYKIRK:				
Luthermuir - P. 2	- - -	155	98	88 16 6
Marykirk - - P. 2	- - -	180	102	86 4 0
NIGG:				
Cove - - - P. 2	- - -	111	80	80 18 2
Kirkhill - - P. 2	- - -	119	120	109 4 0
Torry - - P. 2	330 16 8	506	426	415 17 6
Cove - - - E. 2	- - -	104	29	20 14 6
ST. CYRUS:				
St. Cyrus - - P. 12	- - -	251	149	154 11 0
Shortside - - P. 12	- - -	65	39	30 19 6
STRACHAN:				
Glendye - - P. 3	- - -	48	18	23 6 0
Strachan - - P. 3	175 4 1	145	66	66 11 6
KINROSS.				
CLEISH:				
Cleish - - P. 5	- - -	98	80	95 16 6
FOSSOWAY AND TULLIEBOLE:				
Carnbo - - P. 5	- - -	88	39	54 5 6
Fossoway - - P. 5	117 17 6	170	73	93 10 0
Fossoway - - F.C. *c*	80 0 0			
KINROSS:				
Kinross - - P. 2	383 11 10	479	309	317 17 6
			26	9 18 0
ORWELL:				
Orwell - - P. 2	161 12 7	190	95	85 6 0
Milnathort, Brand's 2	- - -	151	121	114 16 4
PORTMOAK:				
Portmoak - - P. 5	- - -	162	82	78 11 0

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KIRKCUDBRIGHT.	£ s. d.			£ s. d.
ANWOTH:				
Fleetside - P. 3	158 5 0	175	111	117 18 6
Laggan Branch P. *c*	221 0 0			
Skyreburn P. 4	159 13 1	94	30	42 1 0
BALMACLELLAN:				
Endowed, Free P. 5	- - -	144	69	73 10 6
Ironmaccannie P. 5	- - -	60	24	37 11 0
Monybuie - P. 5	- - -	30	21	31 19 6
BALMAGHIE:				
Glenlochar - P. 4	133 15 0	60	52	47 4 6
Laurieston - P. 4	137 17 1	120	52	59 16 0
Laurieston, Female - - P. *c*	78 0 0			
BARGRENNAN:				
Bargrennan - P. 4	- - -	60	51	67 13 6
Knowe - - P. 4	- - -	51	21	36 5 0
BORGUE:				
Borgue - - P. 4	223 4 0	258	188	213 4 6
BUITTLE:				
High - - - P. 2	144 0 3	111	48	58 17 0
Palnackie - - P. 2	94 15 0	124	64	66 16 6
CARSPHAIRN:				
Carsphairn - P. 5	- - -	75	30	43 14 6
COLVEND AND SOUTHWICK:				
Barnbarrock - P. 2	65 0 0	83	57	59 5 6
Colvend - - P. 2	95 16 3	81	31	37 8 6
Southwick - P. 2	245 15 10	120	87	91 15 6
CORSOCK:				
Corsock - - P. 6	- - -	110	75	82 13 0
CROSSMICHAEL:				
Clarebrand - P. 3	196 17 6	109	103	123 13 0
Crossmichael - P. 3	306 15 0	200	79	82 7 6
DALRY:				
Corseglass - P. 5	- - -	36	4	18 10 0
Dalry - - P. 5	205 9 0	125	112	117 16 6
Stroanfreggan P. 5	- - -	30	19	35 2 6
GIRTHON:				
Girthon - - P. 3	- - -	188	119	109 11 6
Cally, English - E. 4	- - -	139	75	75 11 0
IRONGRAY:				
Roughtree - P. 1	112 14 1	62	46	55 14 0
Shawhead - P. 1	- - -	105	76	72 9 6
KELLS:				
Kells - - - P. 5	- - -	190	92	89 11 0
Mossdale - - P. 5	- - -	73	44	57 19 0
Pollharrow - P. 5	- - -	40	19	32 0 6
KELTON:				
Castle Douglas, "A." - - P. 2	54 0 0	185	180	217 19 6
Castle Douglas, "B." - - P. 2	377 1 8	300	257	236 6 6
Gelston - - P. 2	94 0 0	103	63	72 17 0
Rhonehouse - P. 2	104 10 0	125	89	90 16 0
Castle Douglas F.C. *c*	304 1 3			
Castle Douglas - E. 10	- - -	120	81	74 7 6

c School closed.

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Kirkcudbright—*cont.*	£ s. d.			£ s. d.
KIRKBEAN:				
Kirkbean - - P. 5	- - -	186	101	107 7 6
Preston - - P. 5	- - -	62	39	44 1 6
KIRKCUDBRIGHT:				
Johnston - - P. 3	- - -	249	217	211 13 1
Town-End - P. 3	- - -	167	93	86 2 6
Townhead - P. 3	- - -	102	69	76 5 0
Whinnie Liggate P. 3	- - -	127	74	77 19 0
Old Church - 3	- - -	152	148	125 19 6
Roman Catholic 5	- - -	126	69	59 15 0
KIRKGUNZEON:				
Kirkgunzeon - P. 2	65 14 4	132	77	90 14 0
KIRKMABRECK:				
Kirkdale - - P. 4	87 10 7	70	61	56 3 6
Kirkmabreck - P. 4	- - -	243	234	195 2 6
Creetown, St. Joseph's - R. 4	- - -	114	32	14 8 9
KIRKPATRICK-DURHAM:				
Kirkpatrick-Durham - - P. 3	- - -	172	126	132 13 0
LOCHRUTTON:				
Lochrutton - P. 2	- - -	132	64	72 0 6
MINNIGAFF:				
Cree Bridge - P. 4	29 0 0	116	109	111 4 0
Stronard - - P. 4	165 0 0	100	97	90 15 1
NEW ABBEY:				
Lochend - - P. 5	75 0 0	95	51	56 3 0
New Abbey - P. 5	225 10 0	160	109	108 2 0
PARTON:				
Parton - - P. 3	- - -	118	47	61 6 6
BERRICK:				
Auchenchairn - P. 4	329 8 9	282	147	166 2 6
Dundrennan - P. 4	248 12 0	235	106	110 8 6
Auchencairn - F.C. *c*	75 0 0			
TERREGLES:				
Terregles - - P. 1	124 1 3	60	40	37 1 6
TONGLAND:				
Tongland - - P. 3	- - -	86	87	73 13 6
TROQUEER:				
Drumsleet - P 2	- - -	127	32	23 6 0
Lauriekuowe - P. 6	133 12 6	422	325	365 12 6
Maxwelltown, Glasgow St. - P. 6	428 10 10	388	275	307 11 6
Whinnyhill - P. 2	149 16 3	87	32	37 15 6
TWYNHOLM:				
Twynholm - P. 4	- - -	184	121	117 2 0
URR:				
Crocketford - P. 2	62 5 0	96	52	51 14 6
Dalbeattie - P. 2	595 2 0	657	507	443 12 6
			17	8 2 0
Dalbeattie, Female - - P. 2	176 9 4	60	41	42 3 0
Dalbeattie, High Street - - P.	55 0 0			

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Kirkcudbright—*cont.*	£ s. d.			£ s. d.
URR—*cont.*				
Dalbeattie, Mill Street - - P. *c*	140 0 0			
Hardgate - - 2	212 15 0	130	92	90 17 0
Milton - - P. 2	137 0 0	72	35	39 11 0
Springholm - P. 4	141 13 9	70	26	20 15 0
Dalbeattie - R. 3	- - -	150	58	49 18 6
LANARK.				
AIRDRIE (BURGH):				
Academy - P. 5	- - -	578	374	451 15 6
Albert - - P. 1	460 0 0	593	533	549 5 6
			207	116 0 0
Chapelside - P. 10	- - -	522	515	541 17 11
Rawyard's - P.	*150 0 0			
Victoria - - P. 5	532 18 9	819	856	749 0 0
			228	125 10 0
St. Margaret's - R. 11	- - -	776	563	600 1 6
West - - F.C.	372 10 0			
AVONDALE:				
Ball Green - P. 2	349 10 0	302	286	304 11 10
			52	29 4 0
Barnock - - P. 2	- - -	63	7	22 6 0
Crosshill - P. 2	*250 0 0 245 5 0	421	261	311 10 0
Drumclog - P. 2	- - -	59	24	40 11 6
Gilmourton - P. 2	- - -	83	37	46 1 0
Glengivel - - G.A.	100 0 0			
BIGGAR:				
East - - P. *a*	166 1 3			
South - - P. 7	245 0 0	212	203	218 17 6
West - - P. 7	- - -	210	116	131 15 6
BLANTYRE:				
High - - P. 11	460 1 3	617	532	557 16 0
			39	18 0 0
Low - - P. 11	460 1 3	868	720	660 15 6
Auchentibber - R. 11	- - -	119	82	77 14 0
St. Joseph's - R. 11	- - -	614	466	456 4 0
BOTHWELL:				
Aitkenhead - P. 12	- - -	374	291	267 11 1
			40	18 8 0
Bellshill - - P. 12	454 11 10	644	463	496 17 0
			59	24 12 0
Bothwell - - P. 4	*60 0 0 74 7 6	349	364	383 6 0
Carfin - - P. 12	- - -	298	209	210 14 6
Carnbroe - - P. 4	380 0 0	254	114	99 15 0
Chapelhall - P. 10	252 0 0	370	242	251 2 0
Holytown - - P. 10	330 15 0	320	262	276 1 6
Mossend - - P. 12	- - -	721	490	513 12 0
Newarthill - P. 11	264 0 0	480	308	332 2 6
New Stevenston P. 11	75 0 0	278	228	223 10 6
Tunpochside - P. 10	424 15 0	400	136	49 7 6
Uddingstone - P. 4	319 0 0	975	638	751 10 6
Bellshill, West End - - Ch. 12	- - -	261	206	180 5 0
Carfin - - R. 12	- - -	211	205	217 3 0
			173	119 14 0
Chapelhall - R. 10	- - -	261	152	148 4 2
Mossend - - R. 12	- - -	480	395	411 10 0
Uddingstone St. John Baptist R. 11	- - -	310	181	190 17 6

a School sold.

c School closed.

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Lanark—*cont.*	£ s. d.			£ s. d.
CADDER:				
Auchinearn - P. 7	366 10 0	300	215	226 19 0
Auchinloch - P. 7	- - -	145	107	111 2 6
Bishopsbridge - P. 7	- - -	74	80	75 2 0
Cadder - - P. 7	- - -	150	127	137 3 0
Chryston - - P. 7	534 3 5	463	243	250 12 0
Gartcosh - - P. 7	197 15 0	211	131	114 3 6
Lochfauld - P. 7	- - -	111	54	51 15 6
Stepps Road - P. 6	- - -	66	31	27 16 0
Chryston - - F.C. *c*	178 0 9			
Chryston, Female Subscription - *c*	*70 0 0			
CALDERHEAD:				
Allanton - - P. 7	- - -	160	109	101 9 8
Calderhead - P. 7	388 17 0	380	309	328 6 6
Shotts - - F.C. 7	- - -	249	286	283 7 6
Shotts, St. Patrick's R. 12	- - -	205	134	128 0 6
CAMBUSLANG:				
Cambuslang - P. 6	- - -	527	605	683 19 0
			63	34 0 0
Hallside - - P. 6	- - -	447	553	591 12 6
			39	22 6 0
Kirkhill - - P. 6	303 17 6	436	379	401 11 0
Newton - - P. 6	292 10 0	548	417	409 19 0
West Coats - P. 6	- - -	625	272	286 12 6
St. Bride's - R. 6	- - -	394	304	288 10 0
CAMBUSNETHAN:				
Berryhill - - P. 6	533 5 0	510	379	346 4 3
Cambusnethan P. 6	146 12 6	460	397	433 9 0
Morningside - P. 10	533 5 0	468	197	198 15 6
Waterloo - - P. 10	533 5 0	468	208	208 1 6
Wishaw Academy P. 6	318 12 6	457	422	438 8 0
			23	14 4 0
Wishaw - - P. 6	552 0 0	577	566	584 9 0
			13	9 8 0
Chapel - -	212 0 0			
Coltness Iron Company's Overtown 6	- - -	388	289	286 6 3
Coltness Iron Works, New Mains - - 6	842 0 0	588	525	480 8 0
			89	41 12 0
New Mains - R. 6	- - -	150	117	102 7 6
Overton - R. 6	- - -	99	54	45 10 0
Wishaw, Lady Belhaven's - 6	- - -	52	40	29 13 0
Wishaw, Main Street, Female 6	- - -	64	61	56 14 6
Wishaw - - R. 6	- - -	417	253	221 7 6
CARLUKE:				
Braidwood - P. 4	171 2 6	168	106	104 9 6
Carluke, Girls and Infants - P. 4	100 0 0	247	165	126 5 0
Kilncadzow - P. 4	87 2 6	70	33	32 12 0
			235	243 15 0
Law - - - P. 4	357 17 5	295	35	16 16 0
Market Place - P. 4	769 0 0	612	651	742 7 7
Yieldshields - P. 4	108 15 0	100	39	38 14 6
			88	83 4 0
Carluke - - R. 4	- - -	113	58	37 18 0
CARMICHAEL:				
Carmichael - P. 5	- - -	91	64	84 4 0
CARMUNNOCK:				
Carmunnock - P. 6	140 0 0	164	92	104 9 0
CARNWATH:				
Auchengray - P. 4	196 5 0	132	57	77 1 6
Braehead - - P. 4	390 6 10	193	124	135 18 6
Carnwath - - P. 4	198 11 3	263	148	160 14 6
Forth - - P. 4	341 12 6	250	111	104 10 6
Haywood - P. 4	345 0 4	270	221	193 7 6

c School closed.

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Lanark—*cont.*	£ s. d.			£ s. d.
CARNWATH—*cont.*				
Newbigging - P. 4	82 3 9	67	27	26 13 0
Tarbrax - - P. 4	- - -	111	118	110 7 9
Wilsontown - P. 4	- - -	259	175	174 1 2
			60	25 18 0
CARSTAIRS:				
Carstairs - - P. 3	- - -	191	138	146 11 0
Caledonian Railway Co.'s 3	- - -	246	142	158 5 0
St. Joseph - R. 6	- - -	104	52	52 7 6
CLARKSTON:				
Airdriehill - P. 7	365 0 0	290	156	151 17 6
			44	27 14 0
Caldercruix - P. 11	242 12 6	381	266	272 2 6
			78	43 18 0
Clarkston - - P. 11	290 14 3	620	438	453 12 0
			55	40 0 0
Drumbreck - P. 3	- - -	297	182	176 19 0
			42	20 18 0
Longrigg - - P. 7	225 10 0	302	272	270 4 6
			61	42 6 0
Longriggend - R. 10	- - -	358	210	204 19 0
			72	38 10 0
COVINGTON AND THANKERTON:				
Covington - - P. 5	- - -	65	53	70 9 0
CRAWFORD:				
Crawford - - P. 5	- - -	102	64	77 17 6
Daer and Powtrail P. 5	- - -	27	19	34 11 0
Summit - - P. 5	- - -	53	18	32 16 0
CRAWFORDJOHN:				
Abington - - P. 5	- - -	83	52	62 6 0
Crawfordjohn - P. 5	- - -	105	66	83 4 0
Whitecleuch - P. 5	- - -	40	13	26 14 0
CULTER:				
Culter - - P. 5	- - -	88	48	57 12 6
DALSERF:				
Dalserf - - P. 6	- - -	201	186	199 17 0
Shawsburn - P. 6	306 1 0	300	293	290 13 6
DALZIEL:				
Craigneuk - P. 7	897 16 9	621	—	*d*
			25	14 0 0
Dalziel - - P. 3	200 0 0	868	770	827 15 0
			106	64 8 0
Merry Street - P. 1	- - -	769	557	579 9 6
Milton Street - P. 11	- - -	562	411	424 7 6
Muir Street - P. 7	489 2 6	684	—	*d*
Craigneuk - - R. 10	- - -	413	294	294 7 6
			101	67 2 0
Motherwell - R. 11	- - -	632	459	459 19 0
			136	89 14 0
DOLPHINTON:				
Dolphinton - P. 4	- - -	82	51	61 17 0
DOUGLAS:				
Douglas - - P. 3	251 6 3	280	154	171 10 6
			26	19 0 0
Rigside - - P. 3	- - -	157	112	115 11 1
Stablestone - P. 3	- - -	130	66	76 7 6
Countess of Home's Girls - - 3	- - -	105	64	69 8 0
DUNSYRE:				
Dunsyre - - P. 4	- - -	46	23	39 2 0
EAST KILBRIDE:				
Auldhouse - P. 4	- - -	96	59	58 6 6
East Kilbride - P. 4	- - -	326	249	281 17 6
Jackton - - P. 4	83 5 0	83	30	31 5 6
Maxwelton - P. 4	150 0 0	106	6	61 10 0

d Inspection deferred.

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Lanark—*cont.*	£ s. d.			£ s. d.
GLASFORD:				
Chapelton - - P. 2	226 5 0	188	102	98 3 6
Glasford - - P. 2	- - -	119	104	92 16 6
GLASGOW (Burgh):				
Abbotsford - P. 3	1,112 3 2	1050	782	554 13 0
			261	109 6 0
Alexander's - P. 6	- - -	927	507	524 6 6
Anderston - P. 2	*850 0 0	886	802	845 0 0
Annfield - - P. 5	- - -	1,500	821	851 7 0
Balfour - - P. 2	- - -	342	219	228 16 6
Barrowfield - P. 11	716 7 6	1059	994	1,030 1 0
			17	9 10 0
Bishop Street - P. 4	1,384 10 0	1,380	872	895 3 0
Bridgeton - P. 12	*375 0 0	331	312	295 4 6
„ - „	72 0 0			
Brownfield - P. *c*	*700 0 0			
Burnbank - P. *c*	250 0 0			
Calton - - P. 12	770 1 0	1512	1,148	1,250 13 6
			203	123 8 0
Camlachie - P. 11	818 7 1	812	733	781 17 6
Camden Street P. 5	1,020 8 1	1570	1,466	1,599 1 0
			70	43 10 0
Campbellfield - P. 3	891 3 1	876	770	810 5 6
Centre Street - P. 2	834 3 9	1,519	1,305	1,461 9 6
City - - - P. 4	- - -	1362	463	545 11 10
			152	56 6 0
Crookston St. - P. 2	1,156 3 9	1757	1,450	1,627 13 0
			243	129 6 0
Dalmarnock - P. 2	- - -	1,309	403	425 16 0
David Street - P. 5	742 0 0	388	376	394 11 6
Dennistown - P. 2	- - -	1,054	925	1,291 4 4
Dobbies Loan - P. 11	- - -	1,175	752	787 11 0
Dove Hill - - P. 12	1,070 10 0	1,066	706	734 9 6
Finnieston - P. 2	316 15 0	436	319	279 3 6
Freeland - - P. 5	373 0 0	395	333	329 2 0
FreeSt.Matthew's P. *c*	*440 0 0			
Garnet Hill - P. 5	727 2 6	1000	741	946 17 2
			166	86 10 0
Gorbals - - P. 3	- - -	1355	1,299	1,450 7 6
			198	101 14 0
Greendyke Street P.	350 0 0			
Greenside Street P. 4	817 18 9	817	804	872 6 0
Grove Street - P. 10	- - -	1,004	1,051	1,118 18 6
			216	138 16 0
Henderson Street P. 3	986 1 3	986	862	944 5 0
High, Evening - P.	- - -	—	209	83 16 0
Highland Society P. 3	- - -	715	526	561 19 0
Hozier Street - P. 1	220 10 0	913	830	866 19 0
			94	47 6 0
John Street,		1139	836	997 12 6
Bridgeton - P. 2	- - -		236	104 0 0
Kay - - - P. 4	- - -	551	508	549 19 6
Kelvinhaugh - P. 1	466 0 0	1,013	500	523 10 6
Kennedy Street P. 12	869 12 9	1,495	1,323	1,415 19 6
Kent Road - P. 5	- - -	1418	1,062	1,208 7 0
			262	155 18 0
Keppochhill - P. 3	603 12 6	606	555	582 3 0
Martyrs - - P. 1	372 4 0	472	453	478 13 6
Mathieson St. P. 1	891 0 0	900	886	962 17 0
Milton - - P. 12	1,188 12 6	1140	736	784 1 6
Napiershall - P. 2	- - -	1526	1,223	1,306 0 6
			267	154 16 0
Oakbank - - P. 3	943 14 4	1534	1,406	1,061 17 6
			54	31 2 0
Oatlands - - P. 6	1,310 6 3	1500	1,477	1,483 17 6
			87	46 10 0
Overnewton - P. 2	984 4 2	975	1,919	1,056 7 0
			219	118 18 0
Parkhead - - P. 4	1,139 7 6	1218	1,216	1,301 8 6
			97	62 8 0
Petershill - - P. 5	- - -	1201	1,013	1,106 8 6
			129	76 12 0
Port Dundas - P.	*a*660 0 6			

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Lanark—*cont.*	£ s. d.			£ s. d.
GLASGOW (Burgh)—*cont.*				
Queen Mary Street P. 4	- - -	498	494	511 18 0
Rockvilla - - P. 1	939 0 0	926	594	642 11 6
Rosemount, Temporary - - P. 3	- - -	403	246	176 11 4
Rose Street - P. 4	743 12 0	734	643	698 16 6
Rumford Street P. 11	719 15 0	1,220	1,020	1,022 4 6
St. David's - P. 4	- - -	359	549	607 4 6
St. George's Rd. P. 5	- - -	1,060	1,026	1,098 17 0
St. James's - P. 11	- - -	523	484	517 12 0
St. Matthew's - P. 5	578 13 6	466	456	479 0 0
St. Rollox - P. 2	- - -	807	800	864 3 6
Shield's Road - P. 12	- - -	894	760	815 0 0
Shuttle Street - P. *c*	*660 0 0			
Springbank - P. 4	- - -	1,256	990	1,101 10 6
Springburn - P. 5	869 12 9	1,060	1,064	1,164 6 11
Springfield - P. 11	- - -	897	937	1,013 9 0
Thomson Street P. 11	786 10 7	1534	1,223	1,595 0 9
			275	144 2 0
Townhead - P. 4	- - -	1143	1,139	1,231 11 6
			273	165 0 0
Tureen Street P. 3	*785 17 6	1373	1,343	1,423 1 0
	*760 0 0		133	75 12 0
Washington Street - P. 2	- - -	1500	1,103	1,163 13 0
			171	113 4 0
Well Park - P. 2	- - -	683	683	752 4 8
Whitehill - - P. 4	- - -	1,115	739	1,246 10 5
Wolseley Street P. 1	- - -	1,136	910	972 8 6
Woodside - - P. 4	601 16 0	1,035	714	882 13 0
Asylum for the Blind 5	- - -	168	32	200 16 3
Blackfriars - Ch.	*b*400 0 0			
Bluevale - - S.	250 0 0			
Bridgeton - S.	*600 0 0			
Bridgeton, Sacred Heart - - R. 11	- - -	1,045	883	882 11 6
Buchanan Inst. 11	- - -	416	262	256 2 0
Calton, St. Mary's R. 3	- - -	1,547	1,258	1,306 15 6
Christ Church - E. *c*	*425 0 0			
Cowcadden's, Infants - - G.A.	*150 0 0			
Deaf and Dumb Institution - 6	- - -	313	142	667 12 6
Gorbals, Local Mission - - G.A. *c*	200 0 0			
Gorbals, Youths *c*	*600 0 0			
Kingston - - S. *c*	200 0 0			
Milton - - Ch. *c*	400 0 0			
Murdoch's, Indl.	450 0 0			
Normal Practg. G.A. 4	*1,000 0 0	1,020	716	808 14 0
„ - - „	1,000 0 0			
Normal & Model F.C. 5	- - -	900	588	693 4 6
Parkhead, St. Michael's - R. 11	- - -	530	455	449 18 6
St. Aloysius, Milton Street - R. 10	- - -	739	579	591 8 6
			115	65 4 0
St. Alphonsus' - R. 11	- - -	1,049	632	671 8 6
St. Andrew's - Ch.	572 5 0			
St. Andrew's - R. 5	- - -	1,182	820	843 17 6
St. Columba's - R. 3	- - -	843	609	643 19 0
St. Enoch's - S.	*750 0 0			
„ - „	407 12 0			
St. Francis - R. 4	- - -	1,445	1,282	1,301 0 0
St. George's (Kelvin St.) - F.C.	300 0 0			
St. James' - - S.	*450 0 0			
St. John's (Hill Street), Industrial - - F.C. *c*				
St. John's (Macfarlane St.) Ch. 4	- - -	221	197	196 15 6
St. John's - R. 3	- - -	1546	1,101	1,169 19 0
			98	54 3 0

a School sold and 275*l.* repaid. *b* Grant repaid. *c* School closed.

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Lanark—*cont.*	£ s. d.			£ s. d.
GLASGOW (Burgh)—*cont.*				
St. John's, Young St. - Ch.	490 0 0			
St. Joseph's - R. 3	- - -	758	424	458 16 6
St. Luke's - - S.	*395 0 0			
St. Mary's - - E 5	- - -	416	361	330 17 10
St. Mungo's - R. 11	1,000 0 0	1437	1,119	1,173 1 6
			275	182 10 0
St. Mungo's Acad. R. 11	- - -	351	121	150 13 0
St. Patrick's - R. 3	- - -	1,041	909	888 17 1
St. Peter's - S.	*600 0 0			
St. Vincent - R. 3	- - -	554	268	259 3 6
Springburn, St. Aloysius - R. 11	190 18 9	423	465	472 1 0
GOVAN:				
Bellahouston Acad. P. 2	- - -	1,133	575	634 18 0
Broomloan Road P. 3	970 8 9	963	924	978 3 6
			78	51 18 0
Copeland Road P. 2	- - -	1040	914	1,002 8 9
Fairfield - - P. 11	899 12 6	1775	1,047	1,135 5 6
			133	79 16 0
Govanhill - - P. 1	- - -	1,010	984	1,120 3 0
Govanhill, Calder Street - - P. 11	1,000 7 6	950	925	1,020 2 6
			85	55 18 0
Harmony Row - P. 1	- - -	1,000	959	996 7 6
Hillhead - - P. 4	- - -	867	810	1,009 5 0
Kinning Park - P. 12	- - -	1,322	1,347	1,427 6 6
Lambhill Street P. 1	1,515 0 0	1,514*a*	1700	1,847 1 9
			89	53 16 0
Partick, Anderson Street - P. *c*	492 0 0			
Partick, Church St. P. 2	- - -	683	790	858 15 2
Partick, Hamilton Crescent - P. 4	- - -	1,092	455	547 15 6
Partick, Rosevale Street - P. 11	933 12 6	934*a*	1,013	1,081 0 4
			91	48 14 0
Partick, Stewartville P. 1	- - -	1413	1,319	1,395 4 0
			62	46 6 0
Pollockshields, Albert Road - P. 3	- - -	863	560	653 9 6
Pollockshields - P. 4	- - -	788	716	806 6 0
Polmadie - - P. 2	- - -	1,184	647	697 18 6
Rutland Crescent P. 2	- - -	971	969	1,107 3 6
			42	31 14 0
Whiteinch - P. 11	332 0 0	1326	883	928 8 6
			75	47 6 0
Abraham Hill's Trust 3	- - -	853	788	873 12 0
Govan - - R. 11	- - -	1143	851	854 5 6
Govanhill, Holy Cross - - R. 11	- - -	342	207	207 16 6
Kinning Park, Our Lady and St. Margaret - R. 10	- - -	1234	860	917 9 0
			157	97 18 0
Partick, Female Industrial - Ch. *c*	350 0 0			
Partick, St. Peter's R. 2	- - -	686	651	665 10 6
HAMILTON (Burgh):				
Academy - - P. 6	- - -	144	99	104 14 0
Beckford Street P. 10	335 2 6	644	600	552 0 2
			71	40 8 0
Bent Road Temp. P. 10	530 0 0	654	437	382 7 6
Townhead - P. 12	409 11 10	602	567	496 2 6
Roman Catholic 5	215 11 8	486	385	412 1 0
St. John's - F.C. 5	*600 0 0	636	526	517 8 9
HAMILTON (Landward):				
Beechfield - P. 11	142 12 6	68	19	18 13 6
Ferniegair - P. 11	463 4 2	283	278	289 1 6
Greenfield - P. 6	142 12 6	1,170	916	919 13 0
Low Waters - P. 5	- - -	551	596	642 11 6
			50	26 12 0
Motherwell - P. 5	463 4 2	628	463	480 17 6
Quarter - - P. 11	463 4 2	334	191	177 12 6
Cadzow - - R. 6	- - -	271	176	164 17 6

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Lanark—*cont.*	£ s. d			£ s. d.
LANARK (Burgh):				
Burgh - - P. 7	366 0 0	318	238	259 7 0
Grammar - P. 7	*250 0 0	549	584	631 12 9
Broomgate, Instn.	*225 0 0			
Lanark - - R. 7	- - -	370	237	239 16 0
LANARK (Landward):				
Cartland - - P. 7	74 5 0	59	18	17 1 0
Nemphlar - P. 4	63 0 0	53	39	39 6 0
New Lanark - P. 7	- - -	142	116	116 2 6
Smyllum - - R. 6	- - -	429	339	384 3 0
Smyllum, Blind and Deaf Mutes R. 2	- - -	—	39	236 13 9
LARKHALL:				
Academy - - P. 1	- - -	472	429	470 19 6
			22	13 4 0
Duke Street - P. 1	- - -	260	231	202 2 6
			33	19 2 0
Gleugowan - P. 1	367 3 9	350	319	360 2 0
Muir Street - P. 1	367 3 9	350	338	381 10 0
			28	14 16 0
Larkhall - - R. 1	- - -	212	116	108 8 0
			110	72 4 0
LEADHILLS:				
Leadhills - - P. 5	- - -	216	161	177 7 0
LESMAHAGOW:				
Auchinheath - P. 3	- - -	165	140	148 11 0
			21	11 14 0
Bellfield - - P. 3	368 18 4	259	216	223 7 6
			14	7 6 0
Bent - - - P. 3	- - -	113	81	88 10 0
Blackwood, Boys P. 3	- - -	210	145	152 15 0
			19	9 10 0
Blackwood, Girls P. 3	- - -	210	143	167 8 1
Hawksland - P. 3	137 10 0	105	47	61 19 0
Kirkfield Bank P. 4	245 1 8	196	152	151 13 0
Lesmahagow, Boys P. 3	- - -	257	198	213 12 6
			8	4 4 0
Lesmahagow, Female Industrial - P. 3	250 0 0	267	204	258 12 6
Underbank - P. 3	252 10 0	287	219	222 18 6
Waterside - P. 3	- - -	105	32	46 13 6
Blackwood - R. 3	- - -	90	66	59 4 0
LIBERTON:				
Liberton - - P. 4	- - -	72	22	40 3 6
Quothquan - P. 4	- - -	56	27	32 15 6
MARYHILL:				
East Park - P. 11	442 15 0	1072	1,007	1,088 11 4
			37	21 2 0
Maryhill - - P. 11	512 5 0	793	643	686 16 6
			46	32 12 0
Possil Park - P. 11	498 8 9	1106	888	953 9 6
			120	69 10 0
Lambhill, St. Agnes R. 11	- - -	333	276	263 9 0
Maryhill - - R. 11	- - -	679	485	501 4 0
NEW MONKLAND:				
Avonhead - - P. 2	263 13 9	191	84	79 10 0
Gain - - - P. 2	- - -	68	40	40 12 6
Glenboig - - P. 12	250 11 3	308	190	213 0 0
			37	19 0 0
Greengairs - P. 2	354 2 6	296	315	278 16 10
New Monkland P. 2	60 0 0	162	109	106 7 0
Riggend - - P. 2	60 0 0	173	132	123 5 6
			34	19 14 0
Roughrigg - P. 2	382 5 0	297	223	218 10 0
Clenboig, Our Lady and St. Joseph - - R. 10	- - -	140	87	88 15 6
Greengairs - G.A. *b*	75 0 0			

a Exclusive of temporary accommodation. *b* School sold. *c* School closed.

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Lanark—*cont.*	£ s. d.			£ s. d.
OLD MONKLAND:				
Baillieston - P. 1	- - -	420	384	407 18 0
			41	21 6 0
Calderbank - P. 2	- - -	417	307	314 19 6
Coatbridge and Coats - P. 5	- - -	1682	898	1,066 17 2
			73	45 12 0
Coatbridge, Langloan - - P. 3	388 10 0	552	518	527 7 8
			48	28 10 0
Coats - - - P. 2	- - -	295	298	298 11 0
Gartsherrie Works - - P. 3	949 0 0	374	279	280 2 6
Mount Vernon - P. 2	- - -	305	249	265 7 0
Old Monkland - P. 3	197 10 0	319	198	210 11 0
West Maryston P. 2	- - -	357	246	245 18 6
Whifflet - - P. 3	- - -	600	479	512 15 1
			26	17 0 0
Baillieston, St. Bridget's - R. 10	- - -	461	336	343 3 0
Barkeddie - - S. 1	- - -	220	226	223 3 6
Coatbridge, St. Augustine's - R. 6	- - -	489	604	608 11 6
Coatbridge, St. Patrick - - R. 10	- - -	588	474	471 16 0
Gartsherrie - Ch. 6	650 0 0	659	638	734 17 0
Rosehall Colliery - - 11	- - -	170	152	112 0 3
Tollcross, St. Joseph's - R. 10	- - -	172	156	159 9 6
Whifflet - - R. 10	- - -	550	392	378 9 0
PETTINAIN:				
Pettinain - - P. 4	- - -	64	26	37 5 0
RUTHERGLEN (BURGH AND LANDWARD):				
Burgh - - P. 10	258 0 0	400	346	316 5 6
			32	18 6 0
Eastfield - - P. 10	120 0 0	216	185	181 12 6
Farie Street - P. 10	478 4 4	544	524	468 3 9
Macdonald's - P. 10	- - -	890	460	449 0 6
Stonelaw - - P. 6	- - -	562	299	331 9 6
Rutherglen - F.C. *c*	276 17 6			
Rutherglen - R. 10	- - -	619	422	428 12 0
SHETTLESTON:				
Eastmuir - P. 5	80 4 2	326	335	345 10 6
Garthamlock - P. 5	191 6 0	125	33	25 4 0
Millerston - P. 5	304 0 0	250	124	133 18 6
Shettleston - P. 5	324 16 3	666	525	566 10 0
			461	489 6 6
Tollcross - - P. 5	332 7 6	498	38	20 12 0
Cardowan, St. Joseph - - R. 7	- - -	219	117	102 18 11
Eastmuir - - R. 6	- - -	161	210	194 11 8
SHOTTS:				
Benhar Colliery P. 5	- - -	373	236	239 19 6
Cleland and Omoa P. 1	367 0 0	389	300	303 2 0
Greenhill - - P. 1	332 10 0	250	102	104 2 6
Greens - - P. 7	- - -	63	26	86 17 6
Harthill - - P. 5	289 10 0	254	259	250 7 6
Northrigg - P. 3	- - -	107	36	27 18 0
Shotts - - P. 5	188 18 1	232	129	126 14 0
			276	274 14 6
Cleland - - R. 12	- - -	366	184	117 6 0
SPRINGBURN:				
Springburn - P. 10	436 18 9	1,012	1,153	1, 22 13 6
,, - 5	- - -	--	1,109	986 13 4
STONEHOUSE:				
Camnethan St. - P. 2	- - -	178	151	153 5 6
Greenside Infant P. 2	- - -	143	123	95 3 0
Sandford - - P. 2	40 0 0	100	66	70 17 6
Townhead - P. 2	- - -	230	202	220 15 6
			34	21 2 0
SYMINGTON:				
Symington - P. 5	- - -	102	69	73 7 0
WALSTON:				
Walston - - P. 4	- - -	60	35	36 2 6
Ellsridge Hill - 4	- - -	64	24	23 9 6
WANDELL AND LAMINGTON:				
Lamington - P. 5	- - -	74	32	45 3 0
WHITBURN (*see* LINLITHGOWSHIRE).				
WISTON AND ROBERTON:				
Roberton - P. 5	- - -	50	31	49 9 0
Wiston - - P. 5	- - -	69	31	46 12 0
LINLITHGOW.				
ABERCORN:				
Abercorn - - P. 11	- - -	216	114	103 11 6
Abercorn, Girls 11	- - -	64	37	30 18 0
BATHGATE (TOWN):				
Bathgate, Evening P.	- - -	—	31	18 2 0
Bathgate Academy - - 2	- - -	796	659	709 2 6
			57	25 10 0
Bathgate - - R. 2	- - -	216	160	140 0 0
BATHGATE (LANDWARD):				
Armadale - - P. 5	491 17 6	703	659	576 12 6
			25	8 14 0
Bathgate - - P. 5	- - -	392	322	315 1 1
Starlaw - - P. 5	- - -	130	32	30 12 0
Armadale - - G.A. *c*	34 0 0			
BORROWSTOWNESS:				
Bo'ness - - P. 3	445 0 0	387	341	365 1 8
			52	24 4 0
Bo'ness, Anderson, Infant - P. 3	- - -	142	142	120 16 0
Bo'ness, Anderson Academy Evg. P.	- - -	—	26	12 4 0
Bo'ness, Infant P. 3	118 15 0	196	153	120 15 0
Borrowstown - P. 3	213 15 0	264	220	218 5 0
Kinneil - - P. 3	- - -	381	252	253 14 0
CARRIDEN:				
Carriden - - P. 4	- - -	275	256	246 17 11
Grangepans - P. 4	242 0 0	181	138	112 12 7
Blackness, Girls 4	- - -	35	18	29 18 9
Carriden, Girls 4	- - -	68	30	27 7 5
DALMENY AND QUEENSFERRY (BURGH):				
Dalmeny - - P. 11	130 0 0	228	121	117 13 6
South Queensferry P. 11	398 0 0	374	255	261 9 6
ECCLESMACHAN:				
Craigbinning - P. 4	- - -	42	45	38 14 6
Ecclesmachan - P. 4	- - -	115	100	100 0 0
KIRKLISTON:				
Kirkliston - P. 4	- - -	372	227	227 6 11
Newbridge - P. 4	- - -	158	129	117 15 0
Newhouses - P. 4	- - -	100	74	64 15 0
Winchburgh P. 5	- - -	187	136	135 17 0

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Linlithgow—*cont.*	£ s. d.			£ s. d.
LINLITHGOW (BURGH):				
Linlithgow - P. 4	276 5 0	602	441	453 15 6
St. Joseph's - R. 7	- - -	207	186	185 19 0
LINLITHGOW (LANDWARD):				
Bridgend - - P. 2	- - -	452	272	280 0 6
Linlithgow - P. 4	432 6 0	455	295	325 12 6
Linlithgow (late Burgh, F.C.) - P.	127 0 0			
LIVINGSTONE:				
Blackburn - P. 5	245 15 0	173	179	148 0 6
Livingstone - P. 5	- - -	115	72	70 7 6
TORPHICHEN:				
Blackridge - P. 4	168 10 0	80	65	67 7 0
Torphichen - P. 4	150 0 0	140	142	147 0 6
Woodend - - P. 4	130 8 7	128	89	86 15 6
UPHALL:				
Broxburn - - P. 3	- - -	949	947	828 12 6
Uphall - - P. 5	- - -	283	261	252 15 0
Broxburn - - R. 10	- - -	317	268	234 10 0
WHITBURN:				
Crofthead - - P. 3	- - -	299	186	193 18 0
Longridge - P. 11	106 0 0	147	91	92 5 0
Whitburn - P. 5	110 13 4	320	266	278 8 3
East Benhar Colliery - 7	- - -	206	90	86 9 6
Fauldhouse, Wilson's Endowed	107 0 0			
Greenhills, Colliery 3	- - -	357	223	204 2 7
NAIRN.				
ARDCLACH:				
Campbell's - P. 5	- - -	70	23	38 10 6
Dulsie - - P. 5	- - -	42	16	30 7 0
Ferness - - P. 5	- - -	60	37	45 6 6
Lethen - - P. *c*	151 1 3			
Fornighty - 5	- - -	66	52	55 10 0
AULDEARN:				
Auldearn - - P. 5	145 0 0	167	96	74 14 6
Moyness - - P. 5	128 1 10	77	29	38 19 6
CAWDOR:				
Barivan - P. 5	28 2 6	37	40	47 9 0
Cawdor - - P. 5	- - -	155	122	116 10 0
Clunas - - P. 5	127 8 11	48	35	41 18 10
Culchary - - P.	65 0 0			
Clunas - G.A. *c*	30 0 0			
CROY AND DALCROSS (*see* INVERNESS-SHIRE).				
NAIRN (BURGH):				
Church Street - P. 6	394 5 0	348	316	352 4 2
Monitory - - P. 6	{*100 0 0 / 259 12 6}	470	309	309 17 6
Nairn - F.C.	150 0 0			
St. Mary's - R. 6	- - -	50	29	19 4 6
NAIRN (LANDWARD):				
Delnies - - P. 5	245 5 0	138	71	67 3 6
Geddes - - P. 5	150 10 0	69	66	57 3 6
URQUHART AND LOGIE WESTER (*see* ROSS-SHIRE).				

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ORKNEY and SHETLAND.				
I.—ORKNEY.	£ s. d.			£ s. d.
BIRSAY AND HARRAY:				
Birsay - - P. 5	634 9 9	120	109	135 9 0
Harray - - P. 5	638 10 1	108	80	69 1 0
Hundland - P. 5	528 0 10	60	32	42 2 0
EVIE AND RENDALL:				
Costa - - P. 5	583 8 6	65	45	60 6 0
Evie - - - P. 5	139 0 0	89	49	40 18 0
Gairsay - - P. 5	- - -	18	7	20 13 0
Rendall - - P. 5	- - -	85	57	68 3 0
FIRTH AND STENNIS:				
Firth - - P. 5	602 8 6	160	112	139 9 6
Stennis - - P. 5	214 17 0	100	61	78 10 6
HOLM:				
East - - - P. 5	485 10 0	60	29	25 18 0
West - - - P. 5	615 19 0	120	78	88 16 0
HOY AND GRÆMSAY:				
Græmsay - - P. 6	- - -	51	45	64 4 0
Hoy - - - P. 6	471 12 3	40	43	57 5 0
Rackwick - P. 6	- - -	45	6	21 3 0
KIRKWALL (BURGH):				
Glaitness - - P. 6	139 7 6	120	85	76 0 0
Kirkwall, Burgh P. 6	786 8 3	722	583	510 2 6
KIRKWALL (LANDWARD) and ST. OLA:				
Scapa - - P. 5	- - -	53	26	41 11 6
LADY, and CROSS & BURNESS.				
Burness - - P. 6	474 19 0	101	62	74 2 6
Cross - - P. 6	434 0 0	60	29	51 16 6
Lady, Central P. 6	350 0 0	140	108	142 14 0
North Ronaldshay - - P. 6	586 14 4	96	60	45 9 6
Sellibister - P. 6	242 0 0	105	49	63 4 6
ORPHIR:				
Kirbister - - P. 5	490 0 0	85	67	79 19 6
Orphir - - P. 5	550 0 0	85	80	95 7 0
ROUSAY AND EGILSHAY:				
Egilshay - - P. 6	507 12 5	50	23	42 18 0
Frotoft - - P. 6	155 16 3	77	33	50 17 0
Sourin - - P. 6	635 12 7	90	47	66 8 6
Veira - - P. 6	297 6 9	30	8	23 11 6
Wasbister - P. 6	494 0 7	65	37	54 17 0
ST. ANDREW'S AND DEERNESS:				
Deerness - - P. 5	587 10 0	155	123	175 6 6
St. Andrew's - P. 5	509 6 0	55	30	26 18 0
Tankerness - P. 5	535 0 0	83	46	53 4 0
St. Andrew's - G.A. *c*	28 0 0			
SANDWICK:				
Dounby - - P. 5	654 15 6	93	78	89 5 6
North - - P. 5	607 9 6	60	41	42 15 0
South - - P. 5	574 15 3	60	61	77 18 6

c School closed.

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I.—ORKNEY—*cont.*	£ s. d.			£ s. d.
SHAPINSAY:				
Shapinsay - P. 6	414 0 0	132	81	109 14 0
Shapinsay, North P. 6	- - -	55	43	61 16 6
SOUTH RONALDSHAY AND BURRAY:				
Burray - - P. 6	630 1 9	133	113	141 4 6
Grimness - - P. 6	566 0 3	64	53	60 9 6
Hope - - P. 6	680 0 0	158	95	137 9 6
Swona - - P. 6	- - -	20	10	26 15 0
Tomisons - - P. 6	- - -	218	67	82 4 6
Widewall - - P. 6	651 12 6	110	80	108 9 0
STROMNESS:				
Kirbuster - - P. 5	500 0 0	65	31	52 7 0
Stromness - P. 6	1,316 0 0	404	312	474 13 0
STRONSAY AND EDAY:				
Eday, North - P. 6	507 0 0	90	38	63 13 6
Eday, South - P. 6	502 0 0	90	32	50 19 6
Stronsay, Central P. 6	- - -	120	65	65 12 6
Stronsay, North Female and Infant - - P. 6	492 1 10	80	42	34 0 6
Stronsay, South Female - - P. 6	468 16 6	80	38	37 16 6
WALLS AND FLOTTA:				
Brims - - P. 6	182 11 10	45	34	53 14 0
Flotta - - P. 6	- - -	72	70	88 2 6
North Walls - P. 6	- - -	68	46	66 8 6
South Pharay - P. 6	571 5 3	33	17	35 5 6
South Walls - P. 6	- - -	92	91	119 13 0
WESTRAY AND PAPA WESTRAY:				
East Side (Skelwick) - - P. 6	618 6 2	90	55	72 4 0
Papa Westray - P. 6	630 16 6	80	51	64 7 6
Pierowall - P. 6	757 2 10	180	129	170 1 6
			25	16 16 0
West Side (Midbea) - - P. 6	607 5 3	75	76	86 0 0
Midbea (West Side) - - G.A.	52 0 0			
II.—SHETLAND.				
BRESSAY:				
Bressay - - P. 7	953 10 0	145	118	165 6 6
DELTING:				
Brae - - - P. 6	575 18 3	40	20	28 16 0
Gonfirth - - P. 6	582 10 0	40	23	28 18 0
Mid Lee (or Firth) P. 6	731 10 0	76	28	33 8 0
Olnafirth - - P. 6	- - -	40	14	25 17 6
Roe - - - P. 6	490 3 6	32	25	32 4 0
DUNROSSNESS:				
Bigton - - P. 7	654 15 0	73	33	41 12 0
Boddam - - P. 7	785 15 0	120	47	52 15 0
Cunningsburgh P. 7	722 0 0	79	97	122 11 0
Fairisle - - P. 6	670 15 0	48	37	54 14 6
Levenwick - P. 7	627 15 0	52	38	56 9 0
Quendale - - P. 7	634 10 0	60	29	38 18 6
Sandwick - - P. 7	718 16 7	132	113	144 2 6
Virkie - - P. 7	616 15 0	70	40	39 9 0
FETLAR:				
Fetlar - - P. 6	748 10 1	65	38	44 18 6

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II.—SHETLAND—*cont.*	£ s. d.			£ s. d.
LERWICK:				
Burra - - P.	- - -	130	111	132 11 0
Gulberwick - P. 5	584 13 0	65	31	39 18 6
Lerwick, Central - - P. 5	688 11 3	287	254	318 8 0
			54	20 2 0
Lerwick Anderson, Educational Institute - P. 5	- - -	376	163	245 0 0
Quarff - - P. 6	368 0 0	66	39	51 17 6
Lerwick - - E. 5	- - -	83	85	101 10 0
NESTING, LUNNASTING, WHALSAY, AND SKERRIES:				
Lunnasting - P. 7	528 5 1	100	56	55 13 6
South Nesting - P. 7	721 5 0	70	51	90 7 0
Whalsay (Brough) P. 7	855 13 6	112	62	60 7 0
Whalsay (Livister) - - P. 7	- - -	59	38	40 11 0
Skerries - - G.A. 6	- - -	47	29	46 16 0
NORTHMAVINE:				
North Roe - P. 6	712 11 5	80	43	44 14 0
Ollaberry - - P. 6	- - -	77	52	37 8 5
Sullem - - P. 6	480 5 5	40	16	24 15 6
Tangwick - P. 6	703 12 3	60	26	32 1 6
Urafirth - - P. 6	337 10 0	60	27	34 3 6
SANDSTING AND AITHSTING:				
Clousta - - P. 6	577 6 6	30	20	23 0 10
Gruting - - P. 6	641 18 0	80	37	41 7 0
Sand - - - P. 6	612 8 7	54	28	35 16 0
Sand Sound - P. 6	501 8 9	30	15	19 18 6
Skeld - - P. 6	783 14 9	120	70	100 12 0
Twatt - - P. 6	527 9 0	90	51	64 19 0
West Burrafirth P. 6	598 2 0	30	28	40 19 0
TINGWALL, WHITENESS, AND WEISDALE				
Girlsta - - P. 6	344 15 0	40	24	39 14 0
Gott - - - P. 6	322 4 4	78	24	34 6 6
Scalloway - - P. 6	785 12 10	110	98	128 12 6
Trondra - - P. 6	297 11 5	27	16	29 1 6
Weisdale - - P. 6	565 15 3	40	35	41 4 0
Whiteness - P. 6	810 19 2	110	44	55 11 0
UNST:				
Baltasound - P 6	706 14 5	80	32	32 13 0
			29	9 6 0
Harcldswick - P. 6	786 10 6	81	44	28 18 6
Uyasound - - P. 6	722 12 9	70	34	25 10 6
Westing - - P. 6	48 8 0	50	30	29 17 0
WALLS, SANDNESS, PAPA, AND FOULA:				
Dale - - - P. 7	530 15 0	24	6	20 3 6
Foula - - P. 6	511 7 6	25	19	22 19 6
Happyhansel - P. 7	747 0 0	90	72	72 6 6
Midwalls - - P. 7	655 16 6	60	28	36 12 6
Papa Stour - P. 7	594 10 0	36	31	43 7 0
Sandness Madras Ch. 7	- - -	61	49	57 18 0
YELL:				
Burravoe - - P. 6	745 17 11	60	26	30 9 6
			7	3 16 0
Colvaster - - P.	512 0 11			
Cullivoe Braeside P. 6	703 1 5	60	46	44 15 6
East Yell - P. 6	53 18 0	44	20	32 1 6

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II.—SHETLAND—*cont.*	£ s. d.			£ s. d.
YELL—*cont.*				
Gutcher - - P. 6	502 10 0	30	25	60 15 0
Mid Yell - - P. 6	745 15 1	92	69	84 8 6
			23	10 8 0
Ulsta - - - P. 6	531 18 1	30	24	33 17 6
			15	7 4 0
Westsandwick P. 6	555 15 10	36	26	39 7 0
West Yell - P. 6	672 10 0	50	15	29 1 6
PEEBLES.				
DRUMELZIER:				
Drumelzier - P. 5	- - -	58	26	40 19 0
EDDLESTONE:				
Eddlestone - P. 5	- - -	124	73	81 19 6
INNERLEITHEN:				
Innerleithen - P. 7	100 0 0	374	372	334 15 1
Leithenhope - P. 5	- - -	32	16	30 8 6
Walkerburn - P. 7	212 7 6	310	230	199 15 3
KILBUCHO, BROUGHTON, AND GLENHOLM:				
Broughton, Central - - P. 5	192 11 3	120	46	45 7 0
Glenholm - - P. 5	- - -	41	16	27 16 0
Kilbucho - - P. 5	- - -	44	11	23 15 0
KIRKURD:				
Kirkurd - - P. 7	- - -	67	42	52 19 6
LYNE:				
Lyne - - P. 5	- - -	71	34	42 16 6
MANOR:				
Manor - - P. 5	- - -	56	46	60 8 6
NEWLANDS:				
Lamancha - - P. 7	- - -	67	49	49 11 0
Newlands - - P. 7	184 5 0	90	49	56 18 6
PEEBLES:				
Bonnington Park, Evening - P.	- - -	—	12	4 4 0
English - - P. 6	- - -	617	400	387 13 6
Second English P.	109 0 0			
Halyrude - - P. 6	281 0 0	350	271	247 15 5
SKIRLING:				
Skirling - - P. 5	- - -	88	47	58 0 6
STOBO:				
Stobo - - P. 5	- - -	68	41	50 0 6
TRAQUAIR:				
Traquair - - P. 5	- - -	104	67	57 2 0
Kirkburn - - 5	- - -	62	26	41 11 6
The Glen - - 5	- - -	38	22	32 0 6
WEST LINTON:				
West Linton - P. 7	- - -	112	81	67 2 0
West Linton - E. 7	- - -	68	43	34 18 0
PERTH.				
ABERDALGIE:				
Aberdalgie - P. 5	- - -	101	31	44 13 0

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Perth—*cont.*	£ s. d.			£ s. d.
ABERFOYLE:				
Aberfoyle - P. 7	- - -	102	69	69 15 0
Frenich - - P. 7	- - -	22	21	25 14 1
Kinloch Ard - P. 7	- - -	65	47	48 4 6
ABERNETHY:				
Abernethy - P. 3	300 18 9	359	201	206 2 6
ABERNYTE:				
Abernyte - - P. 6	- - -	92	72	60 8 6
ALYTH:				
Alyth - - P. 1	353 10 0	311	436	468 1 6
Gauld's Well - P. 5	- - -	48	24	34 13 0
Alyth - - E. 1	- - -	101	82	72 16 3
Alyth - - F.C.	224 2 6			
AMULREE:				
Amulree - - P. 7	- - -	71	28	45 11 0
Shian - - P. 7	- - -	42	7	22 18 6
ARDOCH:				
Braco - - P. 8	- - -	82	54	45 4 0
Greenloaning - P. 8	- - -	75	44	37 18 6
ARNGASK:				
Arngask - - P. 5	- - -	150	70	65 13 6
AUCHTERARDER:				
Aberuthven - P. 5	- - -	100	59	46 18 0
Auchterarder - P. 12	296 2 6	449	388	396 0 2
Townhead - P.	393 0 0			
John Sheddan's *c*	268 8 1			
AUCHTERGAVEN:				
Auchtergaven - P. 6	309 19 4	312	168	181 13 6
Stanley - - P. 3	268 8 1	250	184	200 3 0
Stanley - - F.C. *c*	141 2 0			
BALQUHIDDER:				
Balquhidder - P. 4	- - -	84	40	53 3 0
Strathyre - - P. 4	- - -	50	13	27 11 6
Lochearnhead - F.C. 4	- - -	64	29	23 15 0
Lochearnhead Subscription - 4	- - -	45	17	14 7 6
BENDOCHY:				
Bendochy - - P. 5	146 0 0	75	32	44 14 6
BLACKFORD:				
Blackford - - P. 8	- - -	221	84	75 10 0
Gleneagles - P. 5	- - -	60	23	32 15 6
Tullibardine - P. 5	- - -	104	60	56 1 6
Blackford - - F.C. 8	257 5 0	118	57	51 14 0
BLAIR ATHOL:				
Blair Athol - P. 3	- - -	205	141	151 8 0
Glenerichty - P. 7	- - -	32	13	28 4 0
Glengarry - P. 7	- - -	29	15	30 5 0
Pittagowan - P. 7	- - -	43	26	39 6 0
Strathtummel - P. 7	- - -	48	20	35 0 0
Struan - - P. 7	- - -	70	15	41 6 0
BLAIRGOWRIE:				
Blairgowrie - P. 1	760 10 0	726	568	647 1 6
St. Stephen's - R. 1	- - -	176	121	102 6 0
BLAIRINGONE:				
Blairingone - P. 7	126 0 0	99	62	63 10 0

c School closed.

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Perth—*cont.*	£ s. d.			£ s. d.
CALLANDER:				
Callander - - P. 6	216 5 0	332	228	228 10 0
CAPUTH:				
Spittalfield - P. 3	51 0 0	151	80	90 12 0
Meikleour - - S. 5	- - -	105	62	73 18 6
Wester Caputh, Female - - C.S. 3	- - -	57	22	23 2 6
CARGILL:				
Burreltown - P. 5	150 0 0	150	99	99 2 6
Newbigging - P. 5	62 15 7	125	70	81 7 6
Woodside - - F.C.	16 5 0			
CLUNIE:				
Clunie - - P. 5	- - -	141	86	92 0 6
COLLACE:				
Collace - - P. 5	51 0 0	172	93	91 18 6
COMRIE:				
Comrie - - P. 2	- - -	268	142	134 17 0
Comrie, Infant and Female - P. *a*	150 0 0			
Glenartney - P. 4	- - -	23	11	24 3 0
Glenlednock - P. 4	32 0 0	30	12	27 6 0
St. Fillan's - P. 4	103 5 0	40	20	33 13 0
Comrie - - F.C. *c*	100 0 0			
COUPAR ANGUS:				
Coupar Angus - P. 12	513 19 4	502	391	385 0 2
Coupar Angus - F.C.	*b*42 0 0			
CRIEFF:				
Crieff - - P. 6	364 3 9	450	278	236 17 0
Monzie - - P. 6	- - -	132	38	71 2 8
Taylor's Institution - - P. 6	- - -	303	162	145 11 6
St. Columba's - E. 6	- - -	126	73	61 18 0
St. Dominic's - R. 6	- - -	54	42	33 4 0
DRON:				
Dron - - - P. 4	- - -	62	39	21 15 2
DULL:				
Aberfeldy - P. 3	- - -	323	269	280 17 11
			41	19 4 0
Dull - - - P. 3	- - -	95	49	58 3 0
Foss - - - P. 7	- - -	44	31	52 10 6
Styx - - - P. 4	- - -	23	23	32 7 6
DUNBARNEY:				
Dunbarney - P. 2	232 5 0	186	143	133 14 0
Bridge of Earn - F.C. *c*	50 0 0			
DUNBLANE:				
Dunblane - - P. 7	278 5 0	356	240	232 5 0
Kinbuck - - P. 7	202 1 0	102	107	102 16 6
St. Mary's - E. 7	- - -	91	77	78 3 6
DUNKELD AND DOWALLY:				
Butterstone - P. 3	- - -	100	23	32 13 0
Dowally - - P. 3	- - -	107	28	36 18 0
Dunkeld, Royal P. 3	- - -	180	65	55 8 0
Dunkeld, Duchess of Athole's - Ch. 3	- - -	135	92	88 18 1
DUNNING:				
Dunning - - P. 1	- - -	289	175	166 11 6

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Perth—*cont.*	£ s. d.			£ s. d.
ERROL:				
Errol - - P. 6	- - -	223	111	88 8 0
Glendoick - P. 6	- - -	130	88	71 14 6
Errol - - F.C. *c*	65 0 0			
Errol, Fem. Indl. 6	470 0 0	146	78	68 1 10
FINDO GASK:				
Findo Gask - P. 5	65 0 0	75	51	55 14 0
FORGANDENNY:				
Forgandenny - P. 2	- - -	135	81	80 19 0
FORTEVIOT:				
Forteviot - P. 2	- - -	98	58	68 12 6
Path of Condie P. 6	40 0 0	64	36	50 7 6
FORTINGALL:				
Fortingall - - P. 3	172 10 7	100	55	74 16 0
FOWLIS EASTER:				
Fowlis Easter - P. 7	- - -	99	50	48 17 0
FOWLIS WESTER:				
Balgowan - P. 2	- - -	84	58	70 13 6
Village - - P. 2	- - -	114	58	66 7 6
Buchanty Glenalmond, Subscription - 5	- - -	67	23	35 10 6
GARTMORE:				
Gartmore - - P. 7	86 0 0	134	65	68 4 6
Dalmary - - S. 7	110 0 0	54	35	30 3 0
GLENDEVON:				
Glendevon - P. 7	- - -	83	21	35 14 6
INCHTURE:				
Inchture - - P. 6	- - -	185	100	100 1 0
INNERWICK (GLENLYON):				
Meggernie - - P. 3	- - -	44	24	46 1 0
KENMORE:				
Acharn - - P. 4	- - -	117	76	89 19 0
Ardconaig - - P. 4	- - -	51	26	40 16 0
Ardtalnaig - P. 4	65 0 0	84	22	32 6 6
Fearnan - - P. 4	- - -	65	25	35 15 0
Kiltyrie - - P. 4	- - -	50	16	27 13 6
Lawers - - P. 4	65 0 0	82	36	54 2 0
KILLIN:				
Creanlarich - P. 4	- - -	51	23	35 6 0
Glendochart - P. 4	- - -	43	26	40 6 0
Killin - - P. 4	- - -	177	122	127 4 0
Strathfillan - P. 4	126 5 0	50	36	51 10 6
KILMADOCK:				
Deanston Works P. 7	- - -	204	146	139 9 0
Drumvaich - P. 7	- - -	40	27	40 11 6
Kilmadock - P. 7	415 1 7	367	147	138 0 0
KILSPINDIE:				
Kilspindie - P. 6	117 10 0	112	92	92 3 6
KINCARDINE:				
Blair Drummond P. 7	- - -	75	16	24 14 6
Kincardine - P. 7	- - -	141	63	3 18 0
Thornhill - P. 7	- - -	157	92	0 5 6

a School sold. *b* School sold and 14*l.* repaid. *c* School closed.

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Perth—*cont.*	£ s. d.			£ s. d.
KINCLAVEN:				
Kinclaven - - P. 5	- - -	67	39	52 5 0
KINFAUNS:				
Kinfauns - - P. 6	- - -	63	34	26 13 6
KINLOCH-RANNOCH:				
Auchtarsin - P. 7	- - -	29	25	40 3 0
Killichonan - P. 7	- - -	29	19	46 0 6
Kinloch-Rannoch P. 7	*100 0 0	80	44	71 18 0
KINNAIRD:				
Kinnaird - - P. 6	- - -	121	54	67 5 0
KIPPEN (*see* STIRLINGSHIRE).				
KIRKMICHAEL:				
Ballintuim - P. 7	- - -	63	31	41 14 0
Glenshee - - P. 7	- - -	46	18	32 19 6
Kirkmichael - P. 7	65 0 0	120	52	60 6 6
LECROPT:				
Lecropt - - P. 5	- - -	136	96	97 1 0
LETHENDY AND KINLOCH:				
Kinloch - - P. 5	- - -	95	57	74 15 0
LITTLE DUNKELD:				
Balnaguard - P. 7	- - -	37	15	29 19 6
Dalguise - - P. 3	- - -	56	17	27 18 6
Drumour - - P. 3	90 0 0	67	28	45 4 6
Little Dunkeld - P. 3	162 10 0	200	81	73 14 0
Murthly and Airntully - P. 3	- - -	107	75	84 17 0
Birnam - - F.C.	260 0 0			
LOGIERAIT:				
Grandtully - P. 7	- - -	74	23	34 17 0
Logierait - - P. 3	- - -	227	110	115 12 0
Strathtay, Stewart's - P. 7	- - -	100	45	63 6 6
Grandtully, West Park - - Ch. 7	- - -	48	18	26 10 6
Tulloch of Pitnacree - - Ch. 7	- - -	68	34	39 15 0
LONGFORGAN:				
Longforgan - P. 6	106 10 0	185	114	105 12 6
Mylnefield - P. 6	246 12 6	196	171	172 7 6
MADDERTY:				
Madderty - - P. 2	- - -	99	51	60 6 6
MEIGLE:				
Ardler - - P. 5	- - -	144	57	53 17 6
Meigle - - P. 5	363 19 4	200	138	153 1 6
METHVEN:				
Almondbank - P. 2	- - -	151	56	55 13 6
Methven - - P. 2	- - -	138	86 43	81 5 6 16 0 0
Methven - F.C. *c*	74 0 0			
Methven, Female Industrial - 2	- - -	119	41	37 14 0

a School sold.

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Perth—*cont.*	£ s. d.			£ s. d.
MONEYDIE:				
Moneydie - - P. 6	- - -	60	61	78 1 0
MONZIE:				
Logiealmond - P. 5	- - -	73	66	74 8 0
Gilmerton - -	*80 0 0			
MONZIEVAIRD AND STROWAN:				
Monzievaird and Strowan - - P. 2	130 0 0	133	42	61 18 6
MOULIN:				
Moulin - - P. 3	56 1 3	135	61	39 18 9
Pitlochry - - P. 3	273 8 5	319	239	257 10 0
Straloch - - P. 7	119 16 10	104	16	29 12 0
MUCKART:				
Muckart - - P. 7	108 0 0	137	59	71 9 0
MUTHILL:				
Blairmoar - P. 4	104 17 6	40	9	25 4 6
Drummond St. P. 2	96 5 0	267	133	128 13 6
Innerpeffray P. 4	- - -	56	19	32 6 0
Willoughby St. P. *a*	151 0 0			
Muthill - - E. 2	- - -	72	63	63 4 0
PERSIE:				
Blackwater - P. 7	- - -	60	37	51 3 0
Strone of Callie P. 7	104 17 10	86	41	57 6 0
Drimmie Burn Ch. 5	129 16 3	58	23	40 2 0
PERTH (BURGH):				
Central District P. 11	{*600 0 0 189 2 0}	370	275	279 9 6
Cherrybank - P. 2	207 17 6	190	139	138 15 6
Craigie (Western District) - P. 11	- - -	632	550	595 1 6
King Street - P. 11	*150 0 0	284	263	283 11 8
Kinnoull - - P. 11	356 7 6	454	372	420 4 6
Northern District (Balhousie) - P. 10	738 18 9	726	709	772 16 0
North Port P. 11	320 0 0	399	365	370 5 0
Southern District P. 10	{*500 0 0 41 6 10}	563	420	428 8 11
Watergate - P.	{*200 0 0 105 0 0}			
Western District (New Row) - P. *c*	*200 0 0			
St. Andrew's - E. 11	- - -	309	289	281 13 0
St. John's - R. 11	528 8 0	317	228	206 1 5
St. Ninian's - E. 11	- - -	275	213	186 7 6
Sharp's Institution - - 5	- - -	340	199	215 17 0
Territorial, Mission F.C.	297 0 0			
PERTH, EAST PARISH (LANDWARD):				
Craigend - - P. 2	- - -	43	24	23 1 0
Tulloch - - 2	- - -	87	56	51 18 6
PORT OF MONTEITH:				
Dykehead - P. 7	- - -	57	28	41 14 6
Port of Monteith P. 7	- - -	72	34	50 18 0
Ruskie - - P. 7	{*43 0 0 64 0 0}	62	35	48 1 6

c School closed.

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Perth—*cont.*	£ s. d.			£ s. d.
RATTRAY:				
Craig Mill - P. 1	- - -	95	63	58 [illegible] 6
Rattray - - P. 1	146 12 6	485	331	289 12 6
REDGORTON:				
Pitcairn Green P. 6	- - -	85	54	41 5 0
Redgorton - P. 6	- - -	126	98	98 11 0
RHYND:				
Rhynd - - P. 5	- - -	96	58	62 11 0
ST. MADOES:				
St. Madoes - P. 6	- - -	120	77	63 11 0
ST. MARTIN'S:				
Balbeggie - P. 6	218 2 6	120	72	73 6 6
Guildtown - P. 6	- - -	106	84	82 10 0
SCONE:				
New Scone - P. 1	362 10 0	311	238	260 11 0
Stormontfield - P. 6	- - -	59	24	32 12 0
TENANDRY				
Aldgirnaig - G.A. 3	*33 0 0	68	33	46 12 6
Glenfincastle - 7	- - -	75	22	38 4 0
TIBBERMORE:				
Ruthvenfield - P. 6	- - -	218	98	90 16 0
Tibbermore - P. 6	- - -	152	50	51 12 0
TRINITY GASK:				
Trinity Gask - P. 5	118 11 3	54	45	48 8 0
TROSSACHS:				
Loch Katrine - P. 6	- - -	22	7	21 14 0
Trossachs - - P. 6	130 5 0	56	27	37 7 6
WEEM:				
Weem - - P. 3	- - -	64	45	47 11 0
RENFREW.				
ABBEY PAISLEY (LANDWARD):				
Cardonald - P. 12	289 0 0	144	84	85 17 6
Elderslie, Wallace - - P. 1	195 0 0	390	250	261 0 4
Inkerman - P. 11	- - -	280	135	133 9 6
Johnstone - P. 2	1,120 7 9	850	947	924 11 11
Johnstone Macdowall Street - P. 1	- - -	181	88	89 12 0
Nethercraigs - P. 12	- - -	142	97	95 18 0
Johnstone, St. Margaret's - R. 2	- - -	489	400	395 10 0
CATHCART:				
Cathcart - - P. 3	508 10 10	841	540	598 3 6
Crossmyloof - P. 11	- - -	522	522	598 18 0
Queen's Park - P. 11	508 10 10	1,288	1,007	1,019 7 6
Busby, St. Joseph R. 2	- - -	162	63	62 6 0

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Renfrew—*cont.*	£ s. d.			£ s. d.
EAGLESHAM:				
Eaglesham - P. 3	- - -	166	88	82 17 6
Eaglesham, Female Industrial - - P. 3	164 0 0	150	61	56 17 6
EASTWOOD:				
Pollok, Academy P. 4	551 5 11	884	667	732 19 8
			62	32 4 0
Pollokshaws, Sir J. Maxwell's - - P. 3	711 0 0	471	404	436 11 10
Shawlands Academy, Temporary - - P. 2	- - -	313	142	155 16 9
Thornliebank - P. 12	- - -	528	393	396 13 7
			28	27 [illegible] 0
Pollokshaws, Infant - - Ch. 11	150 15 0	150	53	42 2 0
Pollokshaws, St. Conval's - R. 3	- - -	508	371	351 15 6
ERSKINE:				
Erskine - - P. 2	205 0 0	205	130	120 8 0
Undercraig - P. 12	180 0 0	103	37	40 10 6
GLASGOW, BURGH (*see* LANARKSHIRE).				
GOUROCK:				
Central - P. 12	401 12 6	517	332	347 4 6
Eastern - - P. 12	184 10 0	262	215	241 15 6
			19	13 10 0
St. Ninian's - R. 10	- - -	297	70	63 19 0
GOVAN (*see* LANARKSHIRE).				
GREENOCK (BURGH):				
Academy, Evg. P.	- - -	—	23	9 4 0
Alan Ker - - P. 3	*120 0 0	306	240	246 6 6
Ann Street - P. 3	- - -	597	451	454 3 6
			16	14 14 0
Belville Place - P. 3	752 6 3	753	731	804 14 0
			31	18 18 0
Duncan St. - P. 10	- - -	588	393	405 15 0
Glebe - - P. 3	828 10 0	829	778	929 7 3
			42	30 10 0
Highlanders' Academy - P. 11	*600 0 0	1015	985	1,009 15 7
" "	550 0 0		293	211 14 0
Hillend - - P. 10	327 17 6	902	409	421 5 0
Holmscroft - P. 3	- - -	1016	1,092	1,238 11 1
			18	6 12 0
Mearns Street - P. 3	799 15 0	795	670	732 15 0
St. Andrew's Square - - P. 10	- - -	494	482	512 13 6
			240	101 8 0
Shaw Street - P. 3	717 3 1	708	470	493 7 6
Cartsdyke, St. Lawrence - R. 11	- - -	601	545	551 12 0
			94	42 8 0
East Greenock E. 3	64 11 4	280	247	251 19 6
Ragged and Industrial - -	1,000 0 0			
St. Andrew's - G.A. *c*	*190 0 0			
St. Mary's - R. 11	- - -	902	851	869 14 6
Shaw's Water Worsted Mills, Half Time - 10	- - -	140	90	68 6 0
West, St. John's E. 3	*80 0 0	165	130	120 4 11

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Renfrew—*cont.*	£ s. d.			£ s. d.
GREENOCK, EAST PARISH (LANDWARD), & PORT GLASGOW (LANDWARD):				
Ladyburn - - P. 12	- - -	556	348	389 5 0
HOUSTON AND KILLELLAN:				
Bridge of Weir P.	375 0 0			
Freeland - P. 1	159 10 0	245	190	182 13 6
			26	14 2 0
Houston - P. 3	339 5 0	289	130	132 0 0
Houston, St. Filion's - - R. 3	- - -	85	62	41 6 0
INCHINNAN:				
Inchinnan - P. 4	- - -	135	80	77 19 6
INVERKIP:				
Inverkip - - P. 4	- - -	229	121	124 7 7
KILBARCHAN:				
Kilbarchan - P. 3	374 10 0	531	356	383 11 0
			86	63 18 0
Linwood - - P. 3	301 0 0	315	194	197 1 6
			62	36 8 0
Linwood - - R. 2	- - -	263	118	100 12 0
KILMALCOLM:				
Kilmalcolm - P. 2	228 0 0	632	247	275 17 6
West Side - P. 2	142 14 1	67	25	36 13 6
LEVERN:				
Levern - - P. 11	777 0 0	315	176	172 1 6
Nitshill - - R. 11	- - -	123	79	62 18 0
LOCHWINNOCH:				
Glenhead - - P. 1	- - -	60	40	37 1 6
Howwood - P. 1	318 0 0	269	160	188 17 6
Lochwinnoch - P. 1	164 6 5	330	158	175 7 6
Macdowall - P. 1	- - -	164	84	65 4 0
MEARNS:				
Busby - - P. 2	727 7 6	540	327	319 15 8
Logauswell - P. 2	- - -	37	22	37 11 6
Mearns - - P. 2	- - -	285	248	275 15 6
NEILSTON:				
Barrhead - - P. 3	594 15 0	505	331	337 15 0
Cross Arthurlie P. 3	515 18 9	526	437	430 15 2
Grahamston - P. 3	- - -	300	276	310 6 0
			65	48 0 0
Madras - - P. *c*	182 0 0			
Neilston - - P. 4	- - -	422	276	265 11 6
Uplawmuir - P. 4	240 15 0	175	98	102 12 6
Barrhead - - R. 2	- - -	258	233	224 9 6
St. Thomas - R. 10	- - -	234	124	106 19 0
PAISLEY (BURGH):				
Camphill - - P. 4	- - -	1,856	2,035	2,211 11 6
Carbrook Street P. 2	700 0 0	250	234	251 18 2
Dickson - - P. *c*	50 0 0			
East - - - P. 4	1,087 6 7	700	757	761 18 7
			277	205 8 0
Fergusliе - - P. 4	865 16 3	700	738	810 16 8
George Street, Central - - P. 2	240 0 0	265	283	238 5 0
Newtown, Infant P. *c*	150 0 0			
North - - P. 4	1,087 18 1	700	785	835 12 6
			242	163 12 0

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Renfrew—*cont.*	£ s. d.			£ s. d.
PAISLEY (Burgh)—*cont.*				
South - - P. 4	1,087 10 11	700	757	799 13 0
			336	237 8 0
Stevenson Street P. 11	216 0 0	363	394	340 8 11
The Stow - - P. 11	359 0 0	315	294	231 17 0
Thread Street - P. 8	- - -	254	270	198 5 8
West - - P. 4	1,087 10 11	700	731	782 17 3
			312	226 6 0
Fergusliе, Half-time 11	- - -	449	175	192 10 0
Neilson Educational Institution - - 5	- - -	1,491	799	1,015 6 0
St. Catherine's R. 12	- - -	533	473	439 16 0
St. Mary's - R. 2	- - -	615	388	339 10 0
St. Mirren's - R. 2	- - -	418	363	344 1 6
PORT GLASGOW (BURGH):				
Chapelton - P. 11	451 7 6	450	311	330 3 0
Clune Park - P. 11	- - -	620	543	531 18 0
Jean Street - P. 11	550 0 0	712	709	776 10 0
			73	41 2 0
St. John's - R. 1	- - -	983	679	711 13 6
			75	55 18 0
RENFREW (BURGH):				
Blythswood Testimonial - - P. 1	- - -	1,251	946	925 3 3
St. James' - - R. 1	- - -	150	122	109 4 6
RENFREW (LANDWARD):				
Oswald - - P. 2	- - -	200	165	141 11 8
Scotstown - - P. 1	214 7 6	340	266	246 13 11
			189	202 5 6
Yoker - - P. 1	255 0 0	190	23	11 2 0
SKELMORLIE (*see* AYRSHIRE).				
ROSS AND CROMARTY.				
ALNESS:				
Alness - - - P. 1	507 13 0	120	74	93 5 6
Boath - - P. 1	779 8 3	70	22	86 11 6
Glenglass - - P. 1	651 8 3	52	39	57 2 6
APPLECROSS:				
Aligin - - P. 7	623 16 11	63	33	47 11 6
Applecross - - P. 7	519 6 6	154	57	69 4 6
Arinacrinachd - P. 7	528 10 0	50	36	44 15 0
Callakille - - P. 7	573 1 5	30	14	26 10 6
Dibaig - - P. 7	630 10 0	60	34	51 16 0
Shieldaig - - P. 7	683 4 0	50	24	39 8 6
Torridon - - P. 7	618 3 5	44	26	40 1 6
AVOCH:				
Avoch - - P. 3	579 18 6	252	202	201 7 0
Killer. - - - P. 3	655 0 0	84	71	91 10 6
Avoch Mackenzie Foundation - 3	- - -	110	89	89 14 6

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Ross and Cromarty —*cont.*	£ s. d.			£ s. d.
BARVAS:				
Airidh-an-tuim - P. 3	1,053 18 0	170	109	101 2 6
Barvas - - P. 3	912 2 7	155	104	120 1 0
Brazar - - P. 3	1,081 1 11	180	120	129 16 6
Cross - - P. 3	1,115 10 0	185	129	120 4 6
Lionel - - P. 3	1,095 10 0	262	208	253 16 6
Shawbost - - P. 3	1,455 3 6	205	129	142 1 6
Skigersta - - P. 3	- - -	33	50	18 6 0
			31	37 11 4
CARNOCK:				
Strathconan - P. 6	778 5 0	48	26	50 0 0
CONTIN:				
Contin - - P. 6	1,047 9 6	100	77	96 1 0
Scatwell - - P. 6	- - -	38	14	32 8 6
CROMARTY:				
Cromarty - - P. 3	1,775 0 0	420	313	393 9 0
Peddieston - - P. 3	808 6 0	123	54	66 8 0
Cromarty - - F.C.	95 10 0			
DINGWALL:				
Dingwall Academy - - P. 12	518 11 6	680	403	496 6 0
EDDERTON:				
Edderton - - P. 12	670 9 6	160	71	98 8 0
FEARN:				
Balmuchy - - P. 12	739 14 6	80	72	85 18 0
Hill of Fearn - P. 12	938 18 7	131	82	95 9 6
Hilton - - P. 12	1,020 5 0	202	175	226 14 0
FODDERTY:				
Fodderty - - P. 3	761 18 0	196	136	149 5 0
Maryburgh - P. 3	408 6 7	199	157	183 0 0
GAIRLOCH:				
Achtercairn - P. 6	818 8 0	85	64	58 9 0
Bualnaluib - P. 6	974 8 6	140	84	82 16 0
Inversasdale - P. 6	807 14 4	100	86	75 5 0
Kenlochewe - P. 6	707 4 5	40	23	43 1 0
Laide - - P. 6	779 0 5	90	42	44 15 0
Mellon Udrigle - P. 6	662 5 1	44	26	38 18 0
Melvaig - - P. 6	875 5 3	84	51	45 16 6
Opinan - - P. 6	823 14 2	110	44	50 2 0
Pool Ewe - - P. 6	802 19 9	57	39	50 12 6
Sand - - - P. 6	787 11 9	70	47	51 2 6
Achadesdale - F.C. *c*	90 0 0			
Pool Ewe - - F.C.	90 0 0			
GLENSHIEL:				
Letterfearn - P. 8	618 10 0	35	22	24 11 8
Shiel - - - P. 8	614 4 10	37	14	26 6 0
KILLEARNAN:				
Killearnan - P. 6	875 12 3	180	72	89 13 0
Tore - - - P. 6	- - -	59	28	42 7 6
KILMUIR EASTER:				
Kilmuir Easter P. 11	1,233 6 6	160	113	146 4 6
Tullich - - P. 11	842 7 3	80	39	47 3 0
KILTEARN:				
Kiltearn - - P. 3	726 9 9	171	172	187 10 6
KINCARDINE:				
Achnahannet - P. 7	648 15 0	40	19	51 9 6
Croick - - P. 7	776 5 0	35	19	37 6 0
Culrain - - P. 7	660 2 6	50	15	32 15 0
Gledfield - - P. 7	1,004 12 9	115	90	119 13 0
Loubcroy - - P. 7	- - -	18	16	30 2 6
KINLOCH-LUICHART:				
Achnasheen - P. 6	705 19 7	52	28	41 10 0
Kinloch-Luichart P. 6	- - -	40	12	36 8 0
Strathgarve - 6	- - -	80	30	44 7 6

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Ross and Cromarty —*cont.*	£ s. d.			£ s. d.
KINTAIL:				
Dornie - - P. 8	538 14 11	57	44	57 10 6
Inverinate - - P.	323 4 5			
Killilan - - P. 8	748 12 6	60	25	37 19 0
Dornie, St. Duthac's R. 8	- - -	88	15	16 15 6
KNOCKBAIN:				
Drumsmittal - P. 3	847 5 8	120	90	106 0 0
Munlochy - - P. 3	697 14 6	140	83	89 3 11
Upper Knockbain P. 3	- - -	117	45	54 13 5
Arpafeelie, St. John's - - E. 3	- - -	87	51	65 2 6
LOCHALSH:				
Auchmore - - P. 8	553 0 0	50	28	41 13 0
Earbusaig - - P. 8	590 14 6	82	49	68 5 0
Lochalsh - - P. 8	643 17 9	90	50	74 6 6
Plockton - - P. 8	652 16 10	169	120	172 12 6
LOCHBROOM:				
Achiltibuie - - P. 7	149 8 1	117	89	105 0 6
Altando - - P. 7	149 8 1	90	90	109 3 0
Ardindrean - - P. 7	597 11 1	60	47	66 3 0
Auchduairt - - P. 7	530 5 3	24	13	28 8 6
Badcaul - - P. 7	- - -	64	37	57 9 0
Bord Buie - - P. 7	- - -	39	16	60 9 0
Lochbroom - - P. 7	366 8 7	62	37	59 19 0
Scoraig - - P. 7	- - -	80	31	43 12 0
Strath Cainnard P. *c*	149 8 1			
Tanera - - P. 7	560 10 4	30	9	24 1 0
Ullapool - - P. 7	1,052 5 10	362	213	332 18 6
Leckmelm - - 7	- - -	30	27	47 8 0
LOCHCARRON:				
Attadale - - P. 8	- - -	45	32	51 10 6
Balnacra - - P. 8	609 10 0	50	12	32 4 6
Kishorn - - P. 7	687 0 6	51	42	47 8 0
Lochcarron - - P. 8	353 7 6	167	92	105 8 6
Strome - - P. 8	- - -	45	41	54 7 6
LOCHS:				
Achmore - - P. 4	423 7 6	37	32	43 16 0
Balallan - - P. 4	1,297 13 3	190	91	114 15 6
Cromore - - P. 4	810 15 6	63	46	58 0 1
Fidigary - - P. 4	1,225 0 0	150	110	109 8 1
Graver - - P. 4	993 16 3	85	54	46 14 4
Kershader - - P. 4	811 2 4	75	48	56 12 0
Knock-ian-due - P. 4	892 14 3	90	91	98 13 6
Lemreway - - P. 4	1,115 3 6	101	31	34 5 2
Lurebost - - P. 4	1,206 9 5	150	101	129 3 0
Planascar - - P. 4	1,110 3 6	100	60	70 8 0
LOGIE EASTER:				
Logie Easter - P. 11	597 5 0	102	50	45 5 6
Scotsburn - - P. 11	761 8 4	99	76	106 2 0
NIGG:				
Nigg - - - P. 11	958 9 0	160	46	46 11 6
Pitcaline - - P. 11	840 6 0	85	50	54 13 0
RESOLIS:				
Cullicudden - P. 6	904 16 6	123	73	82 5 0
Newhall - - P. 6	922 15 0	123	107	111 7 0
ROSEMARKIE:				
Fortrose Academy P. 12	- - -	150	115	140 9 0
Fortrose, Infants P. 12	- - -	50	49	43 19 6
Rosemarkie - P. 12	961 9 0	130	77	75 1 0
Rosemarkie - F.C. *c*	100 0 0			

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			Average Attendance.	Amount.
Ross and Cromarty—*cont.*	£ s. d.			£ s. d.
ROSSKEEN:				
Ardross - - P. 12	1,019 2 6	114	45	63 13 6
Bridgend - - P. 11	1,114 5 6	205	189	250 16 6
Invergordon - P. 11	1,317 14 6	308	207	268 17 6
Newmore - - P. 12	866 3 3	107	46	33 10 0
Saltburn - - P. 12	333 1 9	90	23	21 0 6
Bridgend of Alness F.C.	74 7 6			
Invergordon - F.C.	133 0 0			
STORNOWAY:				
Aird - - P. 3	1,088 12 1	180	186	190 17 0
Back - - - P. 3	1,188 3 4	270	198	172 18 0
Bayble - - P. 3	1,073 12 1	210	201	204 11 0
Knock - - P. 3	826 7 7	120	102	84 16 6
Laxdale - - P. 3	805 0 0	190	174	186 6 0
			81	33 0 0
Nicolson - - P. 3	- - -	253	157	204 13 6
Sandwickhill - P. 3	848 10 7	160	133	103 16 9
Tolsta - - P. 3	1,011 1 1	130	91	81 10 0
Tong - - P. 3	819 6 8	92	93	87 2 0
			51	18 0 0
Stornoway - F.C. 3	159 0 0	163	134	137 2 6
Stornoway, Female Industrial 3	- - -	189	185	239 4 6
TAIN:				
Inver - - - P. 6	723 0 0	91	80	78 10 0
Tain - - - P. 11	1,870 10 6	323	227	266 19 0
TARBAT:				
Old - - - P. 11	1,168 10 10	289	186	245 0 6
West - - - P. 11	740 12 3	68	43	51 13 6
UIG:				
Bernera - - P. 4	1,222 0 0	120	87	129 3 6
Breasclet - - P. 4	1,271 0 0	141	135	143 8 6
Carloway - - P. 4	1,087 0 0	220	137	158 6 0
Crowlista - - P. 4	998 10 0	88	54	79 11 6
Dun Carloway P. 4	1,146 0 0	100	59	78 0 6
Isilvig - - P. 4	882 0 0	85	46	47 18 0
Loch Croistean P. 4	967 2 6	65	41	53 5 0
Valtos - - - P. 4	1,217 12 6	130	94	110 1 0
URQUHART AND LOGIE WESTER:				
Conon - - - P. 3	897 5 9	125	69	84 13 6
Culbokie - - P. 3	820 5 4	134	118	150 4 8
Ferintosh - - P. 3	953 7 1	155	55	54 15 0
Mulbuie - - P. 3	883 9 3	95	77	100 15 7
Ferintosh - - F.C.	90 0 0			
URRAY:				
Marybank - - P. 12	242 1 0	120	113	134 13 6
Tarradale - - P. 12	775 0 0	180	137	155 4 6

ROXBURGH.

ANCRUM:				
Ancrum - - P. 2	- - -	195	108	102 16 6
Sandystones - P. 8	- - -	94	45	53 4 6
BEDRULE:				
Bedrule - - P. 3	- - -	84	33	40 18 0
BOWDEN:				
Bowden - - P 8	- - -	125	63	60 9 6
Midlem - - P 8	- - -	58	30	38 14 0

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			Average Attendance.	Amount.
Roxburgh—*cont.*	£ s. d.			£ s. d.
CASTLETON:				
Burnmouth - - P. 5	123 18 9	55	43	56 6 0
Hermitage - - P. 5	142 11 3	75	35	47 4 6
New Castleton - P. 5	97 0 0	288	159	170 10 6
Riccarton - - P. 5	- - -	87	32	44 2 0
Saughtree - - P. 5	- - -	59	56	64 4 9
CAVERS AND KIRKTOWN:				
Cogsmill - - P. 3	166 13 4	100	41	57 0 0
Denholm - - P. 2	106 5 0	219	115	123 15 0
Kirktown - - P. 2	196 17 6	135	58	57 13 0
CRAILING:				
Crailing - - P. 2	- - -	125	71	72 9 0
ECKFORD:				
Caverton Mill - P. 3	- - -	93	40	37 18 6
Eckford - - P. 2	- - -	100	58	56 16 0
EDGERSTON:				
Edgerston - - P. 3	145 0 0	78	44	55 12 6
EDNAM:				
Ednam - - - P. 2	93 5 8	130	98	107 2 6
HAWICK (BURGH):				
Buccleuch - - P. 11	808 2 11	1038	854	747 5 0
			77	23 8 0
Drumlanrigg - P. 11	860 3 1	773	444	437 7 0
St. Mary's, Infant P. 11	- - -	228	178	140 10 0
Trinity - - P. 11	594 7 6	770	547	508 0 6
Wilton - - P. 11	361 13 1	760	525	478 8 4
Roman Catholic - 11	- - -	154	95	81 12 6
St. Cuthbert's - E. 11	- - -	152	86	78 13 0
			49	26 10 0
HAWICK (LANDWARD):				
Newmill - - P. 1	- - -	116	61	74 17 1
HOBKIRK:				
Hobkirk - - P. 3	- - -	145	87	80 18 6
HOWNAM:				
Hownam - - P. 5	- - -	61	31	47 8 6
HUME AND STITCHELL (*see* BERWICKSHIRE).				
JEDBURGH (BURGH):				
Grammar - - P. 7	458 18 9	335	352	395 14 10
			34	10 16 0
Jedburgh, Infant 11	- - -	109	66	51 3 0
" " 3	- - -	—	67	15 6 8
Jedburgh - " - S. 11	374 17 6	196	121	105 17 6
St. John's - - E. 11	279 9 6	243	131	128 17 6
JEDBURGH (LANDWARD):				
Lanton - - P. 3	192 2 6	102	39	46 5 0
Pleasants - - P. 3	187 12 6	96	92	90 14 6
KELSO:				
Kelso - - - P. 7	- - -	597	356	396 5 0
			33	18 0 0
Kelso, Infants - P. 6	227 13 1	219	152	141 19 5
LILLIESLEAF:				
Lilliesleaf - - P. 8	- - -	166	129	128 18 6
LINTON:				
Linton - - P. 3	- - -	84	56	59 14 0
MAKERSTON:				
Makerston - - P. 2	- - -	127	61	75 18 6

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Roxburgh—*cont.*	£ s. d.			£ s. d.
MAXTON:				
Maxton - - P. 8	- - -	151	71	82 5 6
MELROSE:				
Blainslie - - P. 3	168 10 10	103	71	78 18 0
Gattonside - - P. 12	123 0 0	86	42	40 0 0
Langshaw - - P. 8	65 0 0	50	53	40 0 0
Melrose - - P. 12	482 6 3	365	302	294 3 1
Newstead - - P. 12	- - -	86	26	22 2 0
Newtown, St. Boswell's - - P. 12	193 5 0	156	129	126 17 0
MINTO:				
Minto - - P. 3	- - -	72	67	67 13 0
MOREBATTLE:				
Morebattle - - P. 3	35 0 0	181	94	90 14 6
Mowhaugh - - P. 5	- - -	40	15	30 5 6
OXNAM:				
Oxnam - - P. 3	- - -	130	37	45 9 0
Towford, Duke of Roxburgh's - 5	- - -	56	28	38 3 6
ROBERTON:				
Howpasley - - P. 5	65 0 0	33	16	27 18 6
Roberton - - P. 8	86 13 4	110	40	57 18 6
ROXBURGH:				
Fairnington - P. 2	60 0 0	83	17	35 16 4
Heiton - - P. 2	72 0 0	75	58	56 4 6
Roxburgh - - P. 2	46 18 1	123	81	67 2 6
ST. BOSWELL'S:				
St. Boswell's - P. 4	- - -	125	104	92 10 0
SMAILHOLM:				
Smailholm - - P. 2	- - -	112	81	83 14 6
SOUTHDEAN:				
Southdean - - P. 3	- - -	110	59	62 7 6
SPROUSTON:				
Hadden - - P. 2	- - -	68	38	34 9 6
Lempitlaw - - P. 2	- - -	90	64	66 12 6
Sprouston - - P. 2	- - -	116	66	60 5 0
TEVIOTHEAD:				
Teviothead - - P. 3	- - -	90	44	65 1 6
Allanwater - - 5	- - -	38	17	32 2 6
WILTON:				
Clarilaw - - P. 3	- - -	65	31	41 6 0
Dean - - - P. 2	56 5 0	56	56	50 15 6
Stouslie - - P. 2	- - -	67	15	26 2 0
YETHOLM:				
Yetholm - - P. 3	93 0 0	201	174	175 12 6
Yetholm, Kirk G.A.	117 0 0			
SELKIRK.				
ASHKIRK:				
Ashkirk - - P. 2	115 3 9	130	71	81 3 6
CADDONFOOT:				
Caddonfoot - P. 4	- - -	136	83	95 11 0
ETTRICK:				
Ettrick - - P. 7	- -	61	32	71 15 0

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Selkirk—*cont.*	£ s. d.			£ s. d.
GALASHIELS (BURGH):				
Galashiels - - P. 1	626 18 5	904	922	806 15 0
			73	32 12 0
Galashiels, Roxburgh St. - P. 1	- - -	191	135	106 12 0
Glendinning Terrace - - - P. 1	466 18 9	352	339	365 13 0
Ladhope - - P. 1	514 15 0	310	302	312 1 7
Old Town - - P. 1	- - -	450	375	328 2 6
Galashiels - - E. 1	450 0 0	263	223	195 2 6
			23	10 4 0
Galashiels - - R. 1	- - -	278	217	189 17 6
Gala, Subscription *c*	200 0 0			
GALASHIELS (LANDWARD):				
Lindean - - P. 8	132 10 0	60	28	34 14 6
KIRKHOPE:				
Kirkhope - - P. 3	- - -	107	53	66 1 6
Redford Green - P. 7	- - -	35	12	26 17 0
Duke of Buccleuch's - - 7	- - -	33	23	36 8 0
SELKIRK (BURGH):				
Knowe Park - P. 12	- - -	420	382	402 14 10
Selkirk - - P. 12	570 5 6	541	407	356 2 6
Selkirk - - R. 12	- - -	121	56	47 13 6
SELKIRK (LANDWARD):				
Selkirk - - P. 12	312 0 0	317	239	229 5 6
			50	32 12 0
Bowhill - - 7	- - -	53	35	47 17 0
YARROW:				
Megget - - P. 7	- - -	19	8	22 18 0
Mountbenger - P. 3	- - -	35	17	30 6 0
Yarrow - - P. 3	- - -	91	50	72 13 6
Yarrowford - P. 3	111 11 8	45	23	32 19 0
STIRLING.				
AIRTH:				
Airth - - - P. 4	97 10 0	182	121	116 0 6
South Alloa - P. 4	165 0 0	100	52	45 4 0
Dunmore, Lord Dunmore's - E. 4	- - -	84	47	54 17 6
BALDERNOCK:				
Baldernock - P. 3	113 9 4	122	67	80 8 0
BALFRON:				
Balfron - - P. 3	306 5 0	208	158	155 2 0
BOTHKENNAR				
Bothkennar - P. 3	245 19 8	405	303	316 13 5
			13	6 6 0
BUCHANAN:				
Buchanan - - P. 4	- - -	52	37	48 7 6
Inversnaid - - P. 6	- - -	43		
Sallochy - - P. 4	- - -	38	15	31 4 0
CAMPSIE:				
Craighead - P. 11	60 3 9	197	136	134 19 0
			29	18 4 0
Glen - - P. 11	- - -	36	15	12 16 0
Lennoxtown - P. 11	*230 0 0	567	321	315 6 0
			41	24 10 0
Torrance - - P. 6	241 10 11	160	101	101 17 6
			31	22 4 0
Lennoxtown, Oswald - - Ch. *c*	288 0 0			
Lennoxtown, St. Machan's - R. 11	- - -	246	168	166 3 0

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Stirling—*cont.*	£ s. d.			£ s. d.
DENNY:				
Denny - - P. 4	424 2 6	600	570	592 19 0
			68	40 6 0
Lawhill - - P. 4	59 12 6	50	24	23 5 6
Longcroft - P. 4	315 0 0	452	361	323 11 6
Denny - - R. 12	- - -	187	134	119 11 0
Haggs, Subscription -	*80 0 0			
	33 0 0			
DRYMEN:				
Auchentroig - P. 4	- - -	59	17	32 9 6
Drymen - - P. 4	- - -	150	89	99 3 6
Finnich - - P. 4	- - -	51	29	37 11 6
DUNIPACE:				
Dunipace - - P. 7	383 18 4	300	155	144 18 0
Torwood - - P. 7	76 19 3	60	60	57 15 0
FALKIRK (BURGH):				
Bainsford - - P. 1	- - -	620	376	383 12 0
Central - - P. 1	413 7 11	384	428	416 14 0
			83	51 8 0
Comely Park - P. 1	- - -	429	515	517 4 4
High - P. 6	- - -	261	238	246 5 0
Northern - - P. 1	406 0 0	1141	909	1,015 10 0
			175	123 14 0
St. Francis' - R. 12	- - -	288	200	183 1 5
FALKIRK (LANDWARD):				
Auchengean - P. 5	- - -	95	72	74 19 6
Bonnybridge - P. 5	380 15 0	762	423	462 12 6
			41	24 10 0
Camelon - - P. 5	428 8 1	711	583	634 18 0
			61	34 8 0
Greenhill - - P. 5	- - -	267	168	172 13 0
Laurieston - P. 5	354 7 6	662	431	456 4 6
			23	13 18 0
FINTRY:				
Fintry - - P. 3	163 0 0	90	53	58 6 6
GARGUNNOCK:				
Gargunnock - P. 3	69 0 0	167	87	91 15 6
GARTMORE (*see* PERTHSHIRE).				
GRANGEMOUTH:				
Dundas - - P. 1	455 0 0	820	693	919 10 7
Zetland - - P. 1	- - -	371	386	484 4 11
			71	27 12 0
KILLEARN:				
Killearn - - P. 3	283 15 0	210	105	112 7 0
KILSYTH (TOWN):				
Academy - - P. 12	681 5 0	964	829	724 15 8
			68	23 8 0
Kilsyth - - R. 12	168 11 3	333	282	253 2 6
KILSYTH (LANDWARD):				
Banton - - P. 3	238 5 0	183	117	124 17 1
Chapel Green - P. 3	- - -	196	108	105 10 8
			10	7 10 0
KIPPEN:				
Arnprior - - P. 2	165 12 6	100	81	90 14 6
Bucklyvie - - P. 2	186 0 0	120	75	78 5 6
Castlehill - - P. 2	106 13 7	96	83	72 12 6
Kippen - - P.	- - -	95	59	64 4 0

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Stirling—*cont.*	£ s. d.			£ s. d.
LARBERT:				
Carronshore - P. 3	*190 0 0	399	377	388 1 6
			17	9 14 0
Larbert, Central P. 3	128 5 0	748	680	696 1 1
			32	18 0 0
Larbert, Village P. 3	207 0 0	300	274	279 1 6
			18	11 18 0
Stenhousemuir P. *a*	130 0 0			
Carron - - 3	- - -	215	209	225 18 11
LOGIE:				
Bridge of Allan P. 4	273 3 9	296	216	210 0 6
Causewayhead - P. 4	216 5 0	120	67	64 11 0
MUIRAVONSIDE:				
Blackbraes - P. 5	- - -	297	231	225 9 0
Drumbowie - P. 5	215 0 0	260	247	220 12 0
Muiravonside - P. 5	178 5 0	175	144	139 2 6
NEW or EAST KILPATRICK (*see* DUMBARTONSHIRE).				
POLMONT:				
Polmont - - P. 4	52 0 7	273	178	182 9 8
Polmont, Female P. 4	- - -	62	52	48 5 0
Redding - - P. 4	199 15 0	212	218	213 13 10
			31	21 4 0
Redding, Muirhead - - P. 4	- - -	208	151	120 2 0
Shieldhill - P. 4	- - -	234	178	171 10 0
Polmont - - F.C. *c*	225 10 0			
Rumford - - R. 12	- - -	110	33	23 6 0
ST. NINIAN'S:				
Bannockburn - P. 2	346 5 0	501	378	330 15 0
Cambusbarron - P. 2	333 0 0	268	158	149 10 0
East Plean - P. 2	228 17 6	150	91	80 9 6
Fallin - - P. 2	139 7 6	60	42	52 15 0
Milton - - P. 2	226 5 7	150	97	91 15 0
Muirland - - P. 5	109 0 0	40	16	30 12 0
West Plean - P. 2	- - -	100	52	53 10 0
Sauchie, Female 5	- - -	71	29	46 13 0
SLAMANNAN:				
Avonbridge - P. 6	231 5 0	150	112	112 0 6
Limerigg - - P. 6	429 2 6	332	313	310 18 0
			48	23 8 0
Slamannan - P. 6	430 12 6	613	573	566 10 0
			86	44 0 0
Barnsmuir - R. 6	- - -	132		
Slamannan - F.C. 6	180 0 0	146	128	112 0 0
STIRLING (BURGH):				
Abbey - - P. 5	- - -	69	50	47 5 0
Allan's - - P. 2	- - -	846	567	561 1 6
			98	54 18 0
Craigs - - P. 6	453 0 0	650	550	537 4 1
High - - P. 6	- - -	306	178	191 1 6
Raplock - - P. 2	- - -	57	31	31 4 6
St. Ninian's - P. 2	340 17 6	360	258	268 17 0
Territorial - P. 1	- - -	552	421	426 3 6
Stirling - - E. 5	- - -	270	191	167 6 6
St. Mary's - R. 12	- - -	247	216	189 0 0
STRATHBLANE:				
Strathblane - P. 2	107 10 0	243	158	158 15 6

a School sold.

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	£ s. d.			£ s. d.
SUTHERLAND.				
ASSYNT:				
Achmelvich - P. 8	- - -	50	24	38 15 0
Assynt - - P. 8	- - -	28	15	32 15 6
Culkein - - P. 8	153 10 10	85	78	76 5 0
Drumbaig - P. 8	127 0 0	58	56	57 5 6
Elphine - - P. 8	121 0 0	55	33	45 14 6
Lochinver - - P. 8	153 10 10	84	54	90 14 6
Stoer - - - P. 8	- - -	104	39	28 12 0
CLYNE:				
Clyne - - P. 7	104 1 3	250	180	168 2 6
Doll - - P. 7	- - -	82	35	18 18 0
Strathbrora - P. 7	- - -	28	11	31 5 0
CREICH:				
Bonar Bridge - P. 7	- - -	198	98	97 6 0
Invershin - - P. 7	- - -	40	31	51 3 6
Larachan - - P. 7	177 17 6	100	31	47 5 6
Rosehall - - P. 7	166 5 0	90	63	80 18 6
DORNOCH:				
Balvraid - P. 7	153 10 10	80	51	73 14 6
Dornoch - - P. 7	137 10 10	184	134	186 5 6
Embo - - P. 7	- - -	110	116	107 4 0
Rearquhar - P. 7	175 10 0	100	45	36 18 0
Skibo - - P. 7	- - -	82	33	47 8 6
DURNESS:				
Durine - - P. 8	- - -	116	81	95 15 0
Laid - - - P. 8	- - -	33	39	80 6 0
EDDRACHILLIS:				
Badcall, Iuchard P. 8	127 0 0	80	57	89 13 6
Oldshore - - P. 8	128 5 0	80	61	53 5 6
Scourie - - P. 8	- - -	55	30	63 3 0
FARR:				
Armadale - P. 4	119 10 10	54	39	49 15 6
Dalhalvaig - P. 4	94 6 3	60	30	57 10 6
Farr - - - P. 4	39 18 9	108	78	110 15 0
Kirtomy - - P. 4	101 0 0	82	33	34 7 0
Melvich - - P. 4	- - -	140	65	74 19 0
Strathy - - P. 4	164 6 10	90	59	77 14 0
GOLSPIE:				
Golspie - - P. 1	96 17 0	357	196	240 11 0
KILDONAN:				
Helmsdale - P. 1	- - -	241	205	243 3 6
Kildonan - P. 6	- - -	29	12	24 7 6
Kinbrace - - P. 6	- - -	34	20	31 15 6
LAIRG:				
Lairg - - P. 7	211 12 6	164	118	149 0 6
Shinness - - P. 7	- - -	86	42	53 10 0
LOTH:				
Loth - - - P. 7	- - -	60	34	45 3 6
Portgower - P. 7	- - -	50	52	55 10 0
ROGART:				
Blarich - - P. 7	- - -	81	67	84 12 6
Rhilochan - P. 7	- - -	43	19	15 12 1
Rogart - - P. 7	- - -	109	54	57 16 0
TONGUE:				
Melness - - P. 8	196 16 2	205	107	117 4 0
Skerray - - P. 8	175 15 5	110	72	85 14 6
Tongue - - P. 8	115 2 1	110	62	100 1 0

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	£ s. d.			£ s. d.
WIGTOWN.				
BARGRENNAN (*see* KIRKCUDBRIGHT).				
GLASSERTON:				
Glasserton P. 3	- - -	94	51	58 12 0
Knock - - P. 3	- - -	91	58	63 13 6
Ravenstone - P. 3	98 5 0	74	49	60 6 0
INCH:				
Castle Kennedy P. 5	- - -	115	81	88 15 6
Inchparks - P. 5	- - -	141	122	134 4 6
Lochans - - P. 5	272 7 6	168	119	121 5 6
Cairn Ryan - G.A. 5	- - -	81	49	61 13 0
KIRKCOLM:				
Douloch - - P. 5	153 15 0	90	55	51 10 6
Kirkcolm - - P. 5	- - -	168	98	100 9 6
Village - - P. 5	- - -	49	39	34 2 6
KIRKCOWAN:				
Darnow - - P. 5	- - -	35	15	25 3 0
Kirkcowan - P. 5	- - -	239	194	180 17 0
KIRKINNER:				
Kirkinner - - P. 4	- - -	178	136	121 8 6
Longcastle - P. 4	- - -	109	72	69 10 6
Malzie - - P. 4	- - -	57	42	49 1 0
KIRKMAIDEN:				
Central - - P. 5	366 7 6	230	188	190 13 0
Northern - - P. 5	230 5 0	190	112	111 18 0
Southern - - P. 5	176 6 9	85	60	71 18 0
LESWALT:				
Larbrax - - P. 5	90 0 0	55	33	30 16 6
Leswalt - - P. 5	267 0 0	200	97	94 15 6
MOCHRUM:				
Culshabbin - P. 3	128 7 6	60	44	49 9 6
Elrig - - - P. 3	24 10 0	80	47	46 1 0
Mochrum - - P. 3	- - -	132	82	79 7 0
Port William - P. 3	307 17 6	220	174	179 14 6
NEW LUCE:				
Glenwhilly - P. 4	82 10 0	31	22	34 17 0
New Luce - P. 4	65 0 0	131	96	86 6 0
OLD LUCE OR GLENLUCE:				
Drochduil - P. 4	213 1 10	120	73	73 17 0
Glenluce Academy P. 4	359 0 11	313	269	303 9 6
Glen of Luce - P. 4	238 10 0	128	62	74 10 6
PENNINGHAME:				
Corsbie, Infants P. 12	- - -	121	98	73 18 0
Grange - - P. 3	260 0 0	100	54	54 5 6
Loudon - - P. 3	- - -	54	34	38 9 6
Penninghame - P. 12	214 9 2	240	252	220 10 0
Challoch - - E. 3	- - -	35	28	21 14 0
Newton Stewart, St. Ninian's - R. 12	- - -	180	30	21 12 6
PORTPATRICK:				
Portpatrick P. 6	141 0 0	277	120	113 3 0
Enock G.A.	do 0 0			

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Wigtown—*cont.*	£ s. d.			£ s. d.
SORBIE:				
Garlieston - P. 3	- - -	188	136	130 17 6
Sorbie - - P. 3	184 17 6	160	130	121 14 6
STONEYKIRK:				
Ardwell - - P. 6	234 3 9	160	106	102 0 0
Meoul - - P. 6	220 0 0	70	67	76 0 6
Sandhead - - P. 6	- - -	117	80	69 5 6
Stoneykirk, No. 2 - - P. 6	63 17 6	121	108	103 9 9
STRANRAER (Burgh):				
Academy - - P. 6	465 0 0	648		
Elementary - P. 1	185 6 3	409	350	306 5 0
Elementary, No. 2 P. 1	- - -	144	106	22 12 0
Sheuchan - P. 1	236 8 9	302	218	190 15 0
Stranraer - - F.C. *c*	138 15 0			
St. Joseph's - R. 1	- - -	72	59	55 0 0
Wigtown—*cont.*	£ s. d.			£ s. d.
WHITHORN:				
Glasserton Road P. 3	- - -	191	171	160 14 6
Isle - - - P. 3	- - -	131	81	71 17 6
Principal - - P. 3	- - -	177	149	152 10 0
WIGTOWN:				
Burgh & Parish P. 10	- - -	276	231	251 2 0
All Souls - - R. 10	- - -	105	20	13 18 6

c School closed.

GRANTS PAID TO SCHOOL BOARDS

(under Sect. 67, Education (Scotland) Act, 1872) during the year ended 31st May 1894.

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.		
			£	s.	d.
Aberdour	Aberdeen	1893	22	7	3
Airdrie (Burgh)	Lanark	„	543	9	0
Anstruther-Easter	Fife	„	39	13	4
Applecross	Ross	„	17	7	7
Assynt	Sutherland	„	46	14	3
Auchindoir	Aberdeen	1892	9	1	5
„	„	1893	9	8	1
Banff (Burgh)	Banff	„	110	7	1
Barra	Inverness	„	80	1	10
Barvas	Ross	„	301	14	0
Bervie	Kincardine	„	74	0	0
Birsay and Harray	Orkney	„	57	15	7
Bonhill	Dumbarton	„	120	6	1
Boyndie	Banff	„	43	18	6
Brechin (Burgh)	Forfar	„	268	4	0
Bressay	Shetland	„	28	10	7
Clarkston	Lanark	„	81	9	5
Cullen	Banff	„	87	11	6
Dalgety	Fife	„	15	18	7
Delting	Shetland	„	18	8	9
Drainie	Elgin	„	99	1	6
Duffus	„	„	155	4	6
Duirinish	Inverness	„	135	11	6
Dunbar (Burgh)	Haddington	„	22	10	9
Dunfermline (Burgh)	Fife	„	356	8	9
Dunnottar	Kincardine	„	34	6	1
Dunrossness	Shetland	„	121	6	7
Dysart (Burgh)	Fife	„	339	5	1
Enzie	Banff	1892	38	9	9
„	„	1893	34	19	7
Evie and Rendall	Orkney	„	23	1	10

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.		
			£	s.	d.
Eyemouth	Berwick	1893	69	4	8
Ferryport-on-Craig	Fife	„	63	19	3
Fetlar	Shetland	„	12	13	9
Firth and Stennis	Orkney	„	34	7	6
Fordyce	Banff	„	58	10	5
Forfar (Burgh)	Forfar	„	387	13	4
Galashiels (Burgh)	Selkirk	1892	164	6	5
„ „	„	1893	184	2	6
Gamrie	Banff	„	146	12	1
Girvan (Burgh)	Ayr	„	73	0	6
Glass	Aberdeen	„	1	11	6
Glenrinnes	Banff	„	8	7	10
Harris	Inverness	1892	96	13	2
„	„	1893	151	7	11
Hawick (Burgh)	Roxburgh	„	334	12	11
Holm	Orkney	„	16	11	1
Hoy and Graemsay	„	„	25	17	6
Keiss	Caithness	„	48	10	9
Keith	Banff	„	145	12	9
Kemnay	Aberdeen	„	38	16	0
Kilbirnie	Ayr	„	39	2	6
Kilfinichen and Kilvickeon	Argyll	„	16	14	0
Kilmuir	Inverness	„	45	7	5
Kilrenny	Fife	„	64	14	11
Kilsyth (Burgh)	Stirling	„	102	16	0
Kirkcaldy (Burgh)	Fife	„	192	11	5
Kirkintilloch (Burgh)	Dumbarton	„	226	2	6
Lanark (Burgh)	Lanark	„	124	1	5
Langholm	Dumfries	„	56	1	2
Larkhall	Lanark	„	180	0	0
Latheron	Caithness	„	91	10	9
Leadhills	Lanark	„	26	1	7
Lerwick	Shetland	„	93	2	2
Leslie	Fife	„	8	0	9
Lochalsh	Ross	„	27	3	2
Lochbroom	„	„	49	17	0
Lochgelly	Fife	„	127	13	6
Lochs	Ross	„	209	4	3

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.		
			£	s.	d.
Mortlach	Banff	1893	43	9	1
Musselburgh (Burgh)	Edinburgh	,,	113	5	3
Nairn (Burgh)	Nairn	,,	90	10	6
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland	,,	52	3	6
Newbattle	Edinburgh	,,	42	11	0
Newburgh	Fife	,,	34	14	3
New Byth	Aberdeen	,,	41	11	10
Northmavine	Shetland	,,	43	7	11
North Uist	Inverness	,,	112	17	1
Old Deer	Aberdeen	,,	15	9	9
Orphir	Orkney	,,	24	12	6
Pitsligo	Aberdeen	,,	64	19	0
Pittenweem	Fife	,,	70	12	9
Polmont	Stirling	,,	95	9	3
Portree	Inverness	,,	69	1	4
Prestonpans	Haddington	,,	47	18	0
Rathven	Banff	,,	255	5	3
Rhynie	Aberdeen	,,	42	4	0
Rothiemay	Banff	,,	22	6	8
Rousay and Egilshay	Orkney	,,	19	9	9
St. Andrew's and Deerness	,,	,,	25	9	5
St. Monance	Fife	,,	66	2	3
Sandsting and Aithsting	Shetland	,,	69	5	0
Sandwick	Orkney	,,	14	8	11
Scoonie	Fife	,,	149	4	6
Slamannan	Stirling	,,	44	14	7
Sleat	Inverness	,,	52	13	6
Snizort	,,	,,	52	10	11
South Ronaldshay and Burray	Orkney	,,	84	3	4
South Uist	Inverness	,,	184	14	11
Springburn	Lanark	,,	105	19	11
Springfield	Fife	,,	3	18	10
Stenscholl	Inverness	,,	62	9	9
Stevenston	Ayr	,,	147	13	9
Stonehouse	Lanark	,,	45	15	9
Stornoway	Ross	,,	339	7	6

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.
			£ s. d.
Strath - - - -	Inverness -	1893	74 19 2
Stromness - - -	Orkney - -	„	73 1 0
Stronsay and Eday - -	„ - -	„	11 1 9
Tingwall, Whiteness, and Weisdale.	Shetland - -	„	43 2 2
Tiree - - - -	Argyll - -	„	64 15 2
Tranent - - - -	Haddington -	„	105 1 6
Uig - - - -	Ross - -	„	175 7 5
Unst - - - -	Shetland - -	„	26 17 9
Walls and Flotta - -	Orkney - -	„	61 6 9
Walls, Sandness, Papa, and Foula	Shetland - -	„	41 3 0
Westray and Papa Westray -	Orkney - -	„	62 1 7
Wick (Burgh) - - -	Caithness -	„	215 2 9
Yell - - - -	Shetland - -	„	67 16 3

EDUCATION (SCOTLAND).

SOUTHERN DIVISION.

GENERAL REPORT FOR THE YEAR 1893,

BY

JOHN KERR, ESQ., M.A., LL.D.,

ONE OF HER MAJESTY'S CHIEF INSPECTORS.

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

[C.—7414.]

General Report, *for the Year* 1893, *by* John Kerr, Esq., M.A. Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Southern Division of Scotland.

My Lords,

I have the honour to present to your Lordships my report on the schools inspected by myself and my colleagues in the Southern Division of Scotland during the year 1893.

I have to record my regret for the loss of the services of Mr. Gunn, one of my much valued assistants, who has accepted an important post in the publishing firm of Messrs. Nelson & Sons. It is no more than his due that I should speak of him as an official of exceptional competence and unquestioned loyalty and fidelity. This is the only change in the staff of the division.

Effects of New Code.

Continued experience of the elasticity of the New Code is throughout favourable. There is no appreciable diminution in the amount of work done, and what is done is done under healthier conditions. It is no doubt conceivable that elasticity and examination by sample, unless safeguarded by judicious method and adequate testing of individual results, might degenerate into undesirable looseness. This danger arises where the examination is from press of work conducted in a hurry. Teachers would be more than human if they could resist the temptation to adapt their teaching more or less closely to the character of the examination. A subject omitted or a method imperfectly tested is probably presumed to be unimportant, and in average hands runs the risk of being neglected in the following year, and, hence it may, I think, be argued that when there is overpressure less harm is done by paying grants without visit, to a few schools whose character is known to be stationary, than by hurried examination of all on the list. There is no difficulty in hurrying through almost any amount of inspection, but it will be at the expense of looser work and lower pitch.

Danger of hurried inspection.

I have received as formerly satisfactorily full contributions from all my colleagues. Mr. Scougal, owing to family circumstances, which have seriously interfered with his official time, has been unable to report as fully as usual.

The time I have been able to give to inspection during the past year has been considerably curtailed by frequent meetings and consultations in connexion with the two committees on secondary education, of which I am a member. Mr. Struthers has had a correspondingly larger share in inspection, and I think it unnecessary to make any considerable addition to his remarks on our common work, about which we have been as formerly in constant communication and full sympathy.

Committees on secondary education.

I have not found time this year to make any visits of joint inspection with my colleagues in the division.

Joint inspection.

Secondary Education.

The duties of the two committees on secondary education of which I have the honour to be a member were widely different. The Edinburgh Burgh Committee had to deal with an abundant supply of secondary schools proper, generally well equipped and convenient in respect of distribution and locality. The Linlithgow County Committee had no secondary school. The former had to consider the case of existing

Edinburgh Burgh Committee.

institutions, the latter had to call new ones into existence. The majority of the Edinburgh Committee in their reading of the report by the committee on secondary education and of your Lordship's Circular of December 1892 decided that the proper destination of the Equivalent Grant in Edinburgh was primarily the provision, for pupils whose tastes and circumstances enabled them to profit by it, of increased opportunities of obtaining a complete course of secondary education whether scientific or linguistic. They did not require to consider the case of certain localities in which "owing to circumstances of population, &c., "a secondary department may be all that is imperatively required." They thought that in Edinburgh there were no such localities, that for pupils whose educational aims were not higher than a year or so beyond Standard VI. the excellent ordinary schools with rates for those under the Board, probate duty (or fees) and specific subject grants for all, supplied all that was wanted for a substantial primary education, with a considerable amount of useful instruction in advanced subjects, which constitute what may be called the fringe of secondary education. They accordingly apportioned five-sevenths of the grant to be expended on 220 free scholarships open to competition by pupils from State-aided schools in Edinburgh and the adjacent school board of Dean and St. Cuthbert's, and tenable at any one of six secondary schools for four, or under certain conditions, five years. In view of the opening up of the leaving certificate examination to ordinary schools, and the important movement in the direction of evening and continuation schools, the committee agreed to employ the remaining two-sevenths as a stimulus to higher education in these directions.

Secondary schools sufficiently numerous.

Linlithgow. County Committee.

Secondary departments.

In the Linlithgow County Committee the circumstances were wholly different. While there was a considerable amount of higher work done in several schools, there was no secondary school proper nor any that had a recognised secondary department. At three centres such departments have now been established, each receiving a lump sum and a capitation grant under certain conditions. Subsidiary grants are recommended for other eleven schools, three or more miles distant from the three centres referred to. The schemes for both Edinburgh and Linlithgow have been sanctioned. The latter has been in operation for a short time, and the interest and activity shown by the boards and managers give good promise of success. In Edinburgh a commencement has not yet been made. Competition for the free scholarships will take place during the summer preparatory to the opening of the session in September. It is hoped that a healthy rivalry will be aroused among teachers in the effort to score a success in the examination. Much will depend on the encouragement given by boards and managers. Teachers naturally dislike to lose their best pupils, but there is surely some compensation in the fact that the pupil's success is a tribute to the teacher's skill. There is, however, a higher view that should sweep aside all hesitation, viz., that the question is not the teacher's pleasure but the pupil's good, not a personal but an educational question. The free scholarships are meant for those pupils only in State-aided schools who wish to get at a fully equipped secondary school what the State-aided school cannot supply—a course of secondary instruction covering four and possibly five years.

Mr. Walker :—

"The County Committee, elected in the beginning of the year, have adopted a scheme following the lines of the Department's Minute of January. Grants are to be given to four higher class public schools. Other four schools are recommended as being suitable for the institution of secondary departments; and 16, pretty equally distributed over the county, which have shown good

work in higher subjects done by a fair proportion of their scholars, have been recommended for the subsidiary grants. The scheme has only just been sanctioned, and the practical working of it will be looked forward to with much interest."

Mr. King:—

"During the year ending 30th September 1893, I was engaged for 16 days on the work of the four county committees on secondary education, of which I am a member. This considerable demand upon my time made it difficult to keep the inspection of the elementary schools up to date, and arrears were avoided only by a good deal of 'overtime' work on the part of myself and my assistant, and, in some cases, by a more hurried inspection of the schools than would have been, under ordinary circumstances, desirable."

Merit Certificates.

The favour shown for merit certificates varies considerably in different districts. Mr. Scougal thinks the demand likely to increase from the importance attached to them by the committees on secondary education. In Perthshire the candidates are not so numerous as Mr. Walker expected. In Mr. King's district the number is more than doubled.

Candidates much increased.

There are cases in which to hurry is to destroy, such as the examination for these certificates, which in my own district are more than doubled since last year. The total number of candidates was 335, five of the larger schools presenting, respectively, 59, 57, 44, 38, 28. The addition of from 12 to 20 candidates increases the labour of examination to an extent that must be experienced to be understood, for each candidate must be tested *individually*, and to a large extent *orally*, on at least eight subjects. Our practice in this district is to take only composition, arithmetic, and mathematics in writing, the rest preferably, and some of them necessarily, by oral examination. When the question is not whether a score of candidates have as a class shown the results of sound instruction in English, Latin, French, and German grammar, history, geography, and science, but how many of them *as individuals* have proved themselves worthy of a distinctive certificate that is to carry weight as a recommendation for employment after leaving school, the expenditure of time is very serious, and in this district so serious that either the staff must be increased or the certificates granted and refused in an undesirably loose and haphazard fashion. It is, I think, unquestionable that oral examination is the most satisfactory mode of dealing with the subjects indicated above as being so treated in this district; but even if written examination were substituted for it, wherever possible, the saving of time in school would be more than outweighed by the revision of papers at home.

Individual test imperative.

Examination, how conducted.

Mr. Scougal:—

"Ten schools in my district presented candidates for the merit certificate. The total number of candidates was 42, and of these 29 were successful. In some schools the impression seemed to prevail that the chief, or even the sole, qualification for gaining this certificate was ability to pass in the requisite stages of the specific subjects. The consequence was that some of the candidates had had no proper preparation for the elementary and class work required, and were found lamentably deficient in these, especially in spelling, arithmetic, and English.

Results; and chief cause of failures.

"In this district the demand for the merit certificate is likely to be greatly increased by the importance which, I am glad to say, both the County Committees of the district have attached to the gaining of this certificate in their schemes for the promotion of secondary education."

Probable increase in number of candidates.

Mr. Walker :—

"The candidates have not been so numerous as was expected, but there has been a fair proportion from some of the larger schools, and one and two occasionally from some of the smaller. An examination in general subjects somewhat on the lines of a first year's pupil-teacher's examination paper, with adaptations to special circumstances and to the specific subjects to be tested, has been found sufficient."

Mr. King :—

"I have granted 37 merit certificates during the past year. This is more than double the number for the previous year, and a further increase is probable. The merit certificate is undoubtedly gaining popularity, particularly in the rural schools, and I expect that, before long, there will not be a good country school in my district in which an effort will not be made to gain some of these certificates. Of course, in a small school, there will not be every year pupils sufficiently advanced to be become candidates. But it would be matter for rejoicing if there should arise an honourable rivalry among the schoolmasters as to who should earn the greatest number of merit certificates. It would be a gauge of the success of a school recalling the old Scotch practice of estimating a parish schoolmaster's ability by the number of pupils whom he sent to college.

"I have been satisfied with the ordinary standard in the specific subjects professed, but have insisted on distinctly superior results both in the elementary branches of instruction and in the class work."

School Supply.

Supply generally satisfactory.

In the division generally this has fairly kept pace with increasing demands. In some districts, only repairs and minor additions have been required. In all the public schools in the town of Perth rooms for the teaching of cookery have been provided, but in some of the outlying parts of the county the supply is not quite satisfactory. In the larger towns of Fife it has been difficult to keep abreast of the growth of population, but much activity has been shown in meeting the requirements. In Mr. King's district playgrounds have been provided and improved, and accommodation is, on the whole, sufficient.

In Edinburgh.

During the last year additions have been made to Stockbridge, South Bridge, and Dean Schools, providing 196, 165, and 30 places, respectively. The two former schools have been provided with cookery class-rooms which have been fitted up for manual instruction in wood-work as well. Warrender Park and West Fountainbridge Schools have been provided with cookery rooms, the cookery room in the former being also fitted up for manual instruction. Considerable additions have also been made to Lothian Road School in the shape of a drawing class-room with accommodation for 76 pupils, and a cookery room for 63, the latter being also fitted up for manual instruction in wood-work.

New school almost completed.

It is expected that Bruntsfield School, now in course of erection, will be ready for occupation by the beginning of the ensuing session. This school on completion will have accommodation for about 1,800 pupils, besides science and cookery rooms, workshop, gymnasium, and swimming bath. It will be heated by means of hot-water pipes, and ventilated mechanically. The loan sanctioned for it amounts to 33,000*l.*, of which 5,700*l.* has been paid for site and expenses and 27,300*l.* will be required for the building. The school on completion will not only be the largest but the best equipped under the management of the Board.

Enlargement of schools.

The Board have lately acquired additional ground adjoining North Merchiston School for the purpose of enlarging it and increasing the playground space, and it is expected that the enlargement will be pro-

ceeded with at an early date. On the opening of Bruntsfield School and the enlargement of North Merchiston School it is considered that the school supply for the south-west of the city will be sufficient for a number of years to come.

During the past year the Board purchased additional ground adjoining Abbeyhill School for the purpose of enlarging it. The additional places to be provided by the enlargement amount to upwards to 600. The present school building will be used entirely for juveniles, and the additions for infants. In the new building provision is also to be made for a sewing room, swimming bath, cookery and manual instruction room, while the present sewing room is to be converted into a gymnasium. The new portion of the school will be mechanically heated and ventilated. Estimates are now being taken by the Board for the enlargement, and it is hoped that operations will be commenced at Whitsunday next.

Swimming baths, gymnasiums, and manual work rooms.

In November last the Board acquired Blandfield House and grounds as a site for a school in the Broughton district. The plans have already been approved by the Department, and estimates are being taken for its erection. The plans show accommodation for 1,306 pupils and likewise provision for cookery room, science room, swimming bath, gymnasium, and workshop. On the completion of this school and the enlargement of Abbeyhill there ought to be no scarcity of accommodation for the north-east of the city. It is possible that ere long the Board will require to make provision for the north-west, inasmuch as the schools in that district are nearly filled.

New school contracted for.

Temporary premises are at present occupied by the Board in connexion with West Fountainbridge and London Street Schools, providing accommodation in each case for 300 pupils. These annexes will be closed on the opening of Bruntsfield and Broughton Schools, respectively. During the enlargement of South Bridge and Stockbridge Schools, temporary premises in the neighbourhood were occupied.

Temporary premises.

During the past year a considerable number of the schools have been provided with kindergarten desks, galleries, and sliding partitions for the purpose of dividing the large halls.

Mr. Scougal:—

"The state of school supply in the burgh of Leith stands now as follows:— The population of the burgh as by the estimate of the school board is 70,972; as by the estimate of the registrar-general, 72,002. The number of children of school age, as per census taken by the board in August, is 14,972. In September the new Craighall Road Public School was opened. It has accommodation for 1,602 children; but as the Newhaven Madras (Temporary) Public School was closed at the end of last session, the new premises at Craighall Road are equivalent to a net addition of only 1,298 places. By the erection of new rooms at the Bonnington Road Public School, 117 additional places have been provided. The total accommodation in *public* schools is now, therefore, 12,598 places, as against 11,183 last year; and the total accommodation in all *efficient* schools is now 14,198, as against 12,911. Last year's apparent deficiency of 1,811 places is thus reduced to 774, after allowing for an increase of 250 in the number of children of school age. As it has been ascertained that 861 of the Leith children attend school elsewhere, chiefly in Edinburgh, the school supply of the burgh may now be looked upon as complete for the time being."

Supply in the burgh of Leith.

Mr. Walker:—

"Perth Caledonian Road School with an attendance of over 1,100 has come in the place of two schools discontinued by the operations of the Endowment Commission, and of two schools under the Perth School Board. Alyth Industrial School has been transferred to the school board, and converted into

the junior department of the public school. The schools of Glendochart, St. Madoes, and Letham—the last accidentally burnt down—have been rebuilt. A school is in course of erection in Glenshee for a scattered number of children, most of whom were beyond the statutory distance from a public school. Class-rooms have been added, or large rooms divided in several schools, and all the public schools in Perth have had separate rooms built on their own premises and furnished for the teaching of cookery.

"In Lochearnhead there are two small schools that ought to be combined, and the children in Strathtay, whose case I have reported more than once, should be better provided for. The school at Strathfillan at the head of Glendochart is very badly placed for the population. It was built 20 years ago by the advice of the Board of Education, midway between the villages of Clifton and Crianlarich which are fully five miles apart, in order to accommodate the older children of both. But as a small school was built in Crianlarich and none in Clifton, the result is that all the Crianlarich children, young and old, go to their own school, and all the Clifton children have to walk fully two miles and a half down the glen by a road utterly without shelter of wall or hedge or tree."

Mr. Barrie:—

"Repairs and minor alterations are all that fall to be recorded in connexion with school buildings, with the exception of an excellent class-room for the junior section that has been added to Gretna Public School, and the completion of a handsome new school erected by the Caerlaverock Board to take the place of the old buildings at Hutton Hall, so long a conspicuous landmark in the Dumfries and Galloway educational world. Greensands school, Dumfries, also, which for some time has been uncomfortably crowded, has been supplied with a large amount of additional accommodation, and been in other respects greatly improved.

"The keeping and upkeeping of many schools leave much to be desired. Brooms and white-wash brushes are still too little used; but there is less to complain of in this respect to-day than there was some years ago."

Mr. Dunn:—

"In both Dunfermline and Kirkcaldy the school supply has not kept pace with the growth of the population, and as a result overcrowding and the temporary use of obsolete or perfunctorily adapted premises have ensued. In the former town Pittencrieff School has been enlarged, and the Commercial School, destroyed by fire, has been rebuilt and reconstructed in a very satisfactory manner. An infant school has not yet been provided, and the condition of the Golfdrum School seriously conflicts with modern requirements. In Kirkcaldy a large new school is being built, and the congestion in the western portion of the town will be relieved. Enlargement of the West School seems to be already desirable, and cannot long be delayed.

"A new school has been opened at Lumphinnans and at Strathore near Thornton. An infant school has been erected at Leven. Large and commodious premises for infants have been provided in connexion with Kelty School; and enlarged class-rooms have been added to Thornton, Carnbee, and Carnock Schools. The school recently erected at Hill of Beath is already being enlarged in order to accommodate all the standards. The Markinch Board, with their characteristic readiness to adopt improvements, have reconstructed and refitted the small and well-conducted school at Kirkforthar Feus."

Mr. King:—

"School supply is practically complete in my district. To meet the necessities of Galashiels, a large and handsome school has been built. A new school building has also been erected at Coldingham in Berwickshire, and another at Chapelhope in Ettrick parish. Playgrounds have been provided at Bunkle and Edrom, and improvements are in progress at Lilliesleaf. Two schools not formerly inspected have been added to my list. One of these, Glendouglas, in Southdean parish, has been hitherto maintained as a private school by the Earl of Home; while the other, Tweedsmuir, now loses the dis-

tinction, which it has held for some time, of being the only parish school in Scotland not claiming a grant from the Scotch Education Department. The small school of Kilbucho, near Broughton, has been closed for want of children to attend it. I can count now, in the whole of my district, only five schools, all small, which are attended by the children of working men, and are not under inspection. Four of these are maintained by local proprietors, and the fifth is a Roman Catholic School."

Attendance.

Not appreciably affected by free education.

It seems the general opinion of both inspectors and teachers that free education has not appreciably affected regularity of attendance. Although in district No. 2 there is a decrease in the number present due to schools being unvisited under Art. 10, there is on the whole an increase. In Mr. Walker's district there is a considerable decrease in presentation in higher standards owing to an apparent tendency to keep children two years in the same class. This tendency within reasonable limits is salutary. Mr. Barrie reports a gratifying increase of presentation above Standard VI. Mr. King finds a slight decrease in the upper standards, but complains of irregularity owing to the migratory habits of farm servants.

General Statistics.—Division.

District.	Number present at Inspection.	Average Attendance.	Children in and under Standard III. presented for Examination.	Children in Standards IV. to VI. presented for Examination.	Number presented in Ex-VI.
No. 1 (Dr. Kerr) - - -	48,457	43,358	34,670	12,617	1,075
No. 2 (Mr. Scougal) - -	24,808	23,518	17,626	6,735	411
No. 3 (Mr. King) - - -	20,543	18,490	11,648	6,737	485
No. 4 (Mr. Barrie) - -	19,231	17,238	12,622	5,679	879
No. 5 (Mr. Dunn) - -	30,189	27,497	21,269	8,362	424
No. 6 (Mr. Walker) - -	17,227	15,022	10,899	5,151	538
Totals - -	160,455	145,623	108,734	45,281	3,812
Corresponding totals, 1892 -	160,212	142,822	107,260	45,944	3,602
Increase (+) or decrease (−)	+243	+2,801	+1,474	−663	+210

In only one district, No. 2, is there a decrease in the attendance, due to a number of schools being paid under Art. 10, and the prevalence of epidemics at the time of inspection.

Mr. Scougal :—

Apparent falling off accounted for.

"The number present at inspection in my district shows a decrease of over 2,000 this year as compared with last year. But this falling off is more than accounted for by (1) the payment of grant for the past year to *five* schools without inspection, under Article 10; and (2) a temporary decrease in presentation owing to the prevalence of epidemics in Leith and Musselburgh at the time of the annual inspections.

"That the total number of children in the district has certainly not decreased is evident from the fact that, while the total average attendance in schools inspected is only 510 fewer than it was last year, the average attendance in the five schools above noted, not included in this year's returns, amounted to over 1,000.

Numbers in Ex-VI.

"The number of scholars presented in Ex-Standard VI. shows an increase of 15 per cent."

Mr. Walker:—

"The attendance has this year again, as in the last two, been much diminished by various forms of sickness. The number present at inspection was 17,337—240 more than last year—and the average attendance was 15,114, an increase of 145 upon last year's number, and an increase of nine on the average of 1890.

"The number presented for examination under Standard IV. was 10,959, in Standards IV.–VI., 5,197, and over Standard VI., 541. There are 376 fewer presented in the higher standards, and two fewer beyond the standards. Comparing the numbers with those of last year there would seem to be an increasing tendency to keep scholars two years in the same class.

"The general opinion of teachers is that the introduction of free education has not promoted regularity of attendance."

Mr. Barrie:—

"The general statistics show a decrease of 69 present on the day of inspection, but this is accounted for to some extent by the payment of two schools without inspection on account of a prolonged epidemic. There is, however, an increase of 208 in average attendance, a slight increase in the numbers presented in the upper standards, and, most noteworthy of all, an increase of 110 in the scholars presented for examination above Standard VI. So far as statistics go there is no evidence that free education has had any material effect on school attendance in this district. In most of the rural parishes complaints as to irregularity of attendance are neither more nor less common than they have been ever since the compulsory clause came into force. Most of the old causes of irregularity remain, and parental laxity is perhaps more marked now that the check of paying for what is not made use of has been removed.

"The slight increase in the average attendance is probably due to an influx of infants in the town schools and to the shorter, if more frequent, irregularities of the older children."

Mr. King:—

"There is again a slight decrease in the number of children presented in Standards IV., V., VI., but with this exception, my totals are rather larger than they were last year.

"It is difficult to account for the falling off of the numbers in the higher classes, unless we assume that teachers are availing themselves freely of the privilege of keeping backward children for a second year in the same standard. There may, however, be other reasons, for my observation leads me to think that the tendency has rather been, since the abolition of the individual pass, to advance all the children in a standard to the next after the annual inspection. If a teacher does not do this, he is likely to become unpopular with the parents; and this may, particularly in a small parish, be a more serious matter for him than an unfavourable report.

"One cause, of old standing, why many country children are late in reachin the higher standards, if indeed they ever reach them, is to be found in the migratory habits of the farm servants. It is a proverb in Berwickshire that—

"For a hen's gerse,
They'll flit i' the Merse,"

"and it is undoubtedly the case that agricultural labourers, all over the border district, change from one farm to another for a very slight inducement, or merely because they find the excitement of a flitting to be a pleasant break in

the monotony of their lives. When the parents leave the parish in May they take their children with them, and very often these children are not sent to the new school until it opens, at the end of September, after the harvest. Meanwhile, they have forgotten much, and the new teacher does not find it possible to get them ready to pass a new standard before the inspection in the following spring."

Standard Subjects.

Reading. Marked improvement generally.

There is a consensus of opinion as to improvement in reading, due to greater variety of books and the practice of reading at sight from books and papers not in use in the class. To produce the best results this should be regularly practised throughout the year, and not, as in some cases, confined to a few weeks before the inspection. The proper use of unseen reading is not simply to secure fluent and correct pronunciation, but the development of intelligence in the effort to make out the meaning, and to show this by expressive grouping. Mr. Barrie expresses a regret, in which I share, that teachers have few opportunities of seeing the work of their professional brethren so as to compare it with their own. The difference between the meaningless monotone in one school, and the expressive grouping and natural modulation in another in almost identical circumstances, is so marked that none but the most wooden teacher could fail to profit by the comparison. Mr. Dunn and Mr. Struthers have dealt so fully with this subject that I do not think it necessary to add further remarks of my own.

Writing.

The Vere Foster or so-called Civil Service style of penmanship is steadily rising in favour. It is found to be more easily taught, and is certainly more easily read.

Composition. Suggestion as to Standard V.

Composition is still the subject in which the rate of advance is somewhat slow. There are, I think, several reasons for this. In Standard V. the aim is too often not so much to catch the general drift of the story read or narrated and then write it in their own words, as to reproduce the *ipsissima verba*, which two readings of a short story will enable a large proportion of a class to do with surprising approximation to verbal identity. To prevent this, the second reading or narration of the story should differ as much from the first, as is consistent with the retention of the salient points. In Standard VI. the exercises are unsatisfactory from poverty of materials. There is a want of straw to make bricks. As remedies, Mr. Barrie suggests a more general establishment of school libraries, and Mr. Dunn, the reproduction of some part of their history lessons—both valuable suggestions. I suspect, however, that in both V. and VI. there is not sufficient revision and correction of the more prevalent errors in presence of the whole class. Without this and regular practice, improvement will be slow, even with the help of sound technical grammar, which by itself is only an aid to good composition. To maintain a high level in spelling, dictation is often alternated with composition.

Regular practice and careful correction necessary

Arithmetic.

The remarks of my colleagues about arithmetic are not materially different from those of last year. Principles and short methods do not yet receive the same attention as mechanical accuracy. Mental arithmetic receives increasing attention, but more in the lower than in the higher classes. In my own district we have been making it bulk more largely in our estimate of the mark to be assigned to the subject. Great accuracy in written work is compatible with a weak grasp of common sense, every-day questions. We have found a most gratifying response to our demands for more mental practice.

Mental on increase.

Mr. Scougal:—

In junior sections.

"The results of examination in elementary or standard subjects show this year in the junior sections (infants to Standard III.) very satisfactory improvement. The summary mark 'excellent' has been awarded this year to 29 per cent. of these. Last year the corresponding per-centage was only 18.

In senior sections.

"The proportion of senior sections (Standards IV., V., VI., and Ex-VI. pupils) gaining the highest award is, on the other hand, rather less than it was last year. I believe this is due, to a certain extent at least, to the greater difficulty of the arithmetic cards for Standards V. and VI."

Mr. Walker:—

Reading.

"Reading continues to improve, partly from the greater attention paid to it, and partly owing to improvement in the books used. In the upper classes it would be well to make more use of unseen passages which might easily be got from the newspapers or from some of the school magazines published monthly.

Writing.

"Writing is also improving, mainly from a greater use of the so-called Civil Service writing. In too many schools, however, the subject does not get the attention it deserves, and slovenly writing and figuring are by no means so rare as they ought to be.

Arithmetic.

"Arithmetic is now the subject that determines the standard in which a scholar is presented, and there are consequently fewer failures than there used to be. But there is still room for improvement in the application of principles, and in the use of short methods. Mental arithmetic is not so systematically used as it ought to be. The only method is to begin with the youngest class, and carry it on through the whole course. A thorough grounding in elementary operations to ensure rapidity and accuracy is still a desideratum.

Composition.

"Composition, facility in which should be the chief aim in teaching English, does not receive an adequate amount of attention.

"The exercises in Standard V. are often deficient in punctuation, and not properly divided into sentences and paragraphs; and the letters in Standard VI., besides being marked by the same faults, are very meagre. The exceptions, however, are numerous enough to show that the subject can be sufficiently well taught in school.

"Spelling has been so much neglected in these two standards that it has been necessary to revert to a dictation test."

Mr. Barrie:—

Reading.

"The improvement in reading noted in last year's report has been well maintained, and a steady if somewhat slow advance is perceptible in most schools. Fluent, accurate, and fairly intelligent reading is by no means uncommon, but style remains conspicuously absent except in such schools as I have already more than once commended. This is due more to want of taste than to want of care on the part of the teachers. It is matter for regret that teachers do not have more opportunity of seeing and learning from the work of their professional brethren. A man will go on, year in, year out, in a mill-horse round of mediocrity which he takes for at least a fair average of merit, when five minutes listening to a reading lesson in another school would awaken him to a sense of the inferiority of the reading in his own.

Writing.

"Penmanship improves steadily. The Civil Service hand or Jackson's upright style more and more makes way the more it is known, to the great gain of both legibility and beauty of form. Here, too, as in the case of reading, local institutes might do good by periodical exhibitions of writing specimens from the various schools of their districts. A higher average, I venture to think, would soon be obtained, as a weak style of writing is as often as not the result of ignorance rather than of carelessness. In connection with this subject it may be mentioned that a few of the senior pupils in Langholm Public School are now receiving regular instruction in type-writing.

Spelling.

"The spelling in the lower standards is in general very satisfactory, but it becomes less so when the higher standards are reached. It is to be feared it will remain the stumbling-block it has always been till common sense asserts its sway and men spell words according to the recognised pronunciation of the day.

"Abstracts continue to be made with a fair amount of accuracy and skill, but any attempt to elicit original composition meets with little success except in rare instances. The idea as well as the vocabulary of the pupils must be enlarged before much better results need be expected. Skill in sentence building is of little avail when there is nothing to build with. In this respect it is matter for regret that so little has been done in the way of establishing school libraries. Composition.

"Of arithmetic it need only be said that it continues to receive as much care as has been traditionally bestowed upon it, and that it reaches in most schools a higher average than either reading or writing, a result which leaves something to regret. Except in the lower standards mental arithmetic has not received the attention it deserves. This is partly due to the fact that in country schools, with a limited amount of time at my disposal, I have seldom been able to devote any of it to mental arithmetic with the higher standards. In future I shall endeavour to make the oral test in these standards of more importance than it has hitherto been." Arithmetic.

Mr. Dunn :—

"This subject is well taught, and the results are often surprisingly good. The teachers, more or less generally and regularly practice unseen reading with the children; sometimes a school newspaper is bought every month by the senior children and used as a reading book would be, at other times the reader of a higher or lower standard is employed as a means of testing the children's acquired power of reading at sight; and in this way the very circumscribed range of attainment which formerly existed has been greatly extended. I find, accordingly, that the reading book in use is in very many cases far below the capacity of the children; and such is the superstitious regard for established custom which some teachers show, that they shrink from assigning a Standard VI. book to a Standard V. class, even though such a book would much more accurately represent the attainments of the class. The principle which should be followed is, of course, to select the book which suits the average capacity of the class, no matter what that book is called. Reading.

"The following schools are characterised by very superior reading :—Kirkcaldy West, Dysart Burgh, Pittencrieff, and Elie.

"It is frequently complained that owing to the early withdrawal of children from school they very soon lose the ability to read fluently and correctly. I am inclined to think, however, that there is an element of exaggeration in this view. That children leave school at too early an age is undoubted; but if seriously impaired ability to read and an extinction of the desire to read are the result of an early removal from school, how are we to explain the vast consumption of newspapers and periodicals? This stream of daily and weekly literature surely implies a widespread thirst for reading.

"Penmanship continues to improve. The Civil Service type is generally adopted. The following are the defects which I observe in the writing of schools where the Vere Foster system is in use :—Too wide interspacing of the letters, undue angularity, and occasionally backward sloping. One gets, sometimes, soiled and untidy papers even when the penmanship is not amiss. This is a matter affecting the discipline of the school. Writing.

"The following schools are remarkable for the pervading neatness and fine style of the penmanship :—Buckhaven, Cowdenbeath, St. Monan's, and Lassodie.

"This subject is in general fairly satisfactory. Where it is defective I am inclined to think that analysis of sentences has been neglected, or that the children in all the classes have not been trained to give their oral answers in a complete and properly syntactic form, or that the general information of the children has not been widened by acquaintance with current literature, or that the practice of composition has not been begun in a younger standard. If Standard IV. had to reproduce short and easy stories, the work in Standard V. would show a marked improvement. This expedient is adopted in the Queen Anne School, Dunfermline. Composition.

"Power to reproduce a story is largely dependent upon familiarity with stories, and the practice of relating or reading anecdotes to the younger classes and questioning and commenting upon them would be found a useful preparation. It would, besides, break the monotony of formal work which weighs most heavily upon young children.

"The requirement to reproduce a narrative in Standard V. is of course merely designed to provide material for composition. It is not intended that this should be the only form of composition; and it would, I think, be found advantageous to require the higher classes to reproduce other portions of their work, for example, their history lessons. This is an easier task as a rule than reproducing a narrative, and, steadily pursued, habituates children to the practice of composition.

"The substance of a reading lesson or some general lesson dealing with scientific fact, industrial processes, and the like, will similarly furnish suitable material for composition.

"The exercises in composition should frequently, if not invariably be done on paper, so that they may be carefully revised. Without careful revision, and subsequent comment and explanation, these exercises are of little value. The teacher should note the salient errors and make a running commentary upon them for the benefit of the class collectively.

Arithmetic. "The attainments in arithmetic may most conveniently be considered with reference to four groups, viz., Standards I. and II., Standards III. and IV., Standards V. and VI., and the Ex-VI. pupils.

"Standards I. and II. as a rule exhibit a proficiency considerably in advance of the requirements. For example, it is quite common for Standard II. to do the multiplication of Standard III.

"Standards III. and IV. also show very satisfactory attainments in general.

"Standards V. and VI., however, have this year fallen short of the proficiency which has hitherto characterised them; and as this fact has been observed in really good schools, it seems evident that the relative inferiority of the results is due to the enhanced difficulty of the test-cards.

"The Ex-VI. pupils appear to be invariably well taught in this subject. The examination extends to the whole of arithmetic and the elements of mensuration, and the excellence of the work deserves hearty praise. I may mention as a typical case the Kirkcaldy Burgh School.

"Mental arithmetic receives a very fair amount of attention, and, as far as my own capacity permits me to judge, the results are on the whole creditable. Nevertheless, increased attention to this subject is indicated as desirable."

Mr. Struthers:—

Reading. "The increasing practice of 'unseen' reading makes for improvement in this subject. My experience in schools leads me to distinguish two kinds of unseen reading; one valuable, the other comparatively worthless. In the latter case the books professed are got up in the first place, and then occasional practice in 'unseen' is given for a short time preceding inspection; in the other it is at least a weekly exercise continued throughout the year. The great value of the exercise when properly taken is in developing the independence and self-reliance of the pupils, and in exercising their power of judgment. It prevents the pupils relying on their memory only, and makes them alive to the intimate connexion between the word groups and the sense. But these results are too often frustrated by premature help on the part of the teacher. Repeatedly at examinations I find pupils stop at a word of perfectly regular construction which they have not seen before, or imagine they have not seen, and refuse to proceed till prompted by the class or by the teacher. When many such cases occur in the same class it is a sure sign that the teaching of reading has been done in a perfectly mechanical way. This is a too frequently recurring experience, and it is of a piece with what I have observed of specimen lessons given by pupil-teachers, students in training colleges, and assistants. Of all the subjects taken for specimen lessons reading is apt to be the least successful. Time after time, when the pupil has plainly shown by his reading of a passage that he has not understood it, I have been amazed to find the teacher pass it by without remark, being satisfied, apparently, if the words are correctly pronounced. Even when a correction is made, it is generally by

means of pattern reading which the pupil simply imitates without understanding the why or wherefore. All this, when a question as to the meaning, or, still simpler, as to the grammatical construction would have put matters right. It is going to the opposite extreme when, as is sometimes the case, half the time of the reading lesson is spent in talking at large about the first paragraph. If reading is to have any value as an intellectual exercise there must be a genuine effort on the part of the pupil to make out for himself the meaning of the passage and to express it by his reading, and the teacher, while prompt to give the necessary aid and correction, should be careful not to forestall that effort.

Silent reading.

"In the foregoing remarks I have had chiefly in view reading in the higher classes, *e.g.*, V. and VI. In these classes it should be apparent pretty early in the school year who are the really intelligent readers, and such pupils, while the teacher is giving special attention to the more backward children, might be allowed to read selected chapters from their own books—or books in the school library. It would be understood that they might be called upon to give an account of their reading, and they might be expected to note difficulties and afterwards ask their teacher for explanations.

Arithmetic.

"The high level of accuracy in the answers to the card tests has been maintained. In that direction better results on the average could not well be expected. But during the past year I have to record a very notable improvement in mental arithmetic and in intelligent knowledge of method as tested by oral examination. Much, however, still remains to be done. I feel more strongly than ever that high per-centages in the written test are compatible with want of intelligence, want of readiness, and inability to apply methods learned to simple concrete cases. During the past few weeks I have made special note of several cases where a pupil who was singled out for amazing incapacity and unreadiness in the oral examination was found to have obtained 100 per cent. in the written examination. I am speaking here of the higher classes (Standard III. and upwards) for in the lower, where the practice of testing by 'uniform' cards does not exist, results as regards intelligence, speed, and practicality, are much more satisfactory, and I am not aware of any examiner who has remarked upon a falling off in accuracy. Indeed a good case might be made out, I think, for the abolition of the uniform card test as having a baneful influence on the teaching of arithmetic in schools. It makes the accurate working of certain types of sums the sole end of the arithmetic teaching, and this accuracy is sought by painfully laborious and mechanical methods, from which any workings of the pupil's intelligence must be as far as possible excluded as a dangerous and disturbing element. So much are we in this district impressed with this view of the effects of the prevailing style of examination in arithmetic that we propose, with their Lordships' sanction, during the coming year to make the oral examination and inquiry into the methods of teaching the principal factor in assessing the grant, to be supplemented, and that not always, by a card test as some guarantee not so much of accuracy as of the extent to which the teaching is really diffused throughout the class. If intelligence and readiness are attended to, then I believe that accuracy also will be added unto them. Of course, for the purpose of passing individual candidates for the labour certificate, the card test will always be applied, but the estimate of the work of the class will be formed largely on other grounds."

Class Subjects.

Under the head of class subjects the reports are similar to those of former years. Those generally taken are English, geography, and history, girls in a good many cases taking needlework instead of history. Mr. Walker suggests, I think properly, that in schools under a single teacher one of them could be dropped with advantage.

English.

Except in Mr. Barrie's district the teaching of grammar is not quite satisfactory. In Mr. Walker's it is receiving less attention than formerly. In my own district the town schools, with some exceptions, appear to less advantage than a number of country schools. My

Grammar on the whole not improving.

impression is that while it is admirably taught in a creditable number of cases, notably in some Roman Catholic and country schools, it is not on the whole improving either in accuracy or interesting method, nor is it sufficiently utilised for the improvement of composition.

Repetition.

There is no subject in which there are such marked differences in merit as in repetition of poetry. It is comparatively seldom that the memory work and explanation of the passage are not adequate, but in recitation there is every variety from the dreariest monotone to admirable taste, and this higher quality is not unfrequently found in schools attended by a very unpromising social class. The only inference is that the monotone is acquiesced in, and the only remedy, reduction of grant. Several of my colleagues complain of injudicious selection of passages, and of the want of linguistic and grammatical explanation in the higher classes. The complaint is just. It is of great importance that the passages should be such as are stimulative of intelligence and worth remembering. It is a pity to regard the minimum as a maximum. I am in the habit of asking anyone in a class to repeat any other poetry they know beyond the amount prescribed, and I have seldom failed to get such a number of volunteers as surprised the teacher.

Marked difference in merit.

Pity to regard amount prescribed as a maximum.

Geography and history.

Geography is generally reported on as being well taught. Map drawing does not receive quite sufficient attention. Interest in the subject could be aroused, and the knowledge made more permanent by tracing the connexion between locality, physical features, and prevailing industries. History as taught calls for no special remarks. Mr. Walker thinks its value in the lower classes somewhat doubtful. This depends very much on the tact of the teacher in the selection of subjects. Mr. Struthers has some remarks on the concentric teaching of history and geography which are worthy of consideration. In this district we regard the revisal and keeping alive of the subjects of previous years as essential for the higher grant.

Mr. Scougal :—

General improvement.

"In each of the five class subjects the per-centage of departments gaining the higher grant has sensibly increased. Over all the subjects, 86 per cent. of the departments professing these have this year earned the higher award, as against 78 per cent. last year."

Mr. Walker :—

"Almost all the schools take the three subjects of English, geography, and history. In many of them, especially where one teacher has to do all the work, it would be advisable to drop one of them. In two or three schools elementary science is taken as the third subject, and has in these cases been well done.

"In the subject of English more judgment might be shown in the selection of passages, and much more might be made of them in the way of explanation and illustration, linguistic and grammatical. Grammar, indeed, is receiving much less attention than it did when it was necessary to secure a pass.

"Geography is generally satisfactory, as the new class books make it more interesting than formerly. Map drawing, however, still requires more attention.

"History is satisfactory in the higher classes. The value of it, as taught in the lower, is very doubtful."

Mr. Barrie :—

English.

"The recitation shows little improvement. In many cases it is a 'sad mechanic exercise' so far as delivery is concerned. The subject-matter, however, continues to be very carefully and intelligently studied.

Grammar.

"Grammar is in a healthy condition, and, to judge from the results, an adequate amount of time and care is spent upon it. Nor would a greater

amount be misspent, as a high average of intelligence is almost invariably found co-existent with a sound knowledge of grammar.

"Geography and history continue to be carefully taught on the old lines so often commented on, with no noteworthy difference as regards the general results. Geography, history.

"Very good work continues to be done in elementary science in eight schools in which it is taught." Elementary science.

Mr. Dunn :—

"The results under this head continue to be satisfactory. Knowledge of the meaning of words as elucidated by word-building and etymology receives much attention. I sometimes find that the principal reading-book in use has been framed upon a plan of such jejune simplicity as to be but meagrely adapted for the training of intelligence and the acquisition of an English vocabulary. Now the comprehension and mastery of language being an effective test of intelligence, the choice of books carefully reduced to the range of colloquial speech is to be deprecated. Besides, as the ultimate aim of the teacher is to make his pupils capable of reading literary English, the mechanical expertness requisite for this attainment should be developed by appropriate training during a child's entire school life, and should not be forced into a kind of spasmodic activity during the last year or two of his attendance at school. English.

"Grammar and analysis are still somewhat defective. The result is that composition suffers. Not unfrequently a story for Standard V. will begin in this way: *An Arab merchant, who was travelling through the desert. He encountered a band of robbers, &c.* If analysis were intelligently taught, such a blunder would be impossible. While much of English grammar is purely factitious and based upon the analogies of inflected languages, the analysis of sentences, as a kind of logical grammar, is subject to no such disadvantage.

"Two points suggest remark in connexion with the poetry selected for recitation. In the first place, the tendency to choose unsuitable pieces is as manifest as ever. In the younger Standards particularly these pieces are often childishly and even fatuously simple. This is to imply a low estimate of the intelligence of these classes. It may be confidently stated that young children who are receiving a good education have a much keener appreciation of good poetry than is often supposed. Nor is it necessary to select a poem so trivially easy that it will be understood by the stupidest member of the class. Intelligence is not stimulated by what is obvious. It is well for young children to have their memories stored with poems which do not lose their sweetness and their charm, but, as the mind develops, display a more inward beauty and fresh traits of interest. I confess that a painfully verbal analysis of a fine poem seems to me a kind of desecration; "we murder to dissect"; and certainly the attractiveness of such a poem must be very great if it survives the teacher's laborious commentary. The impression which poetry makes upon a child should, I think, be as little encumbered with formal associations as possible. The second point is the prevalent practice of taking the prescribed number of lines and no more. The result of this is that in some cases a mere fragment of a poem is taken, and the meaning, scope, and interest of the poem are lost. The number of lines prescribed by the Code is a minimum, and it is pure pedantry to mutilate a poem in the interest of a literal conformity to the requirements. Then the incessant repetition of a limited number of lines must have an absolutely benumbing influence upon the mind. Recitation.

"Geography may be said to be universally well and successfully taught. I attribute this to the systematic use of outline or blank maps. Rather more attention should be given to physiography. In political geography the connection between the physical structure of a county or district and the habits, industries, and manufactures of the inhabitants should be more generally traced. History and geography.

"History is comparatively neglected. It is frequently omitted as a class-subject, and the knowledge of the subject possessed by the children is acquired from the historical reader in use. The amount of knowledge so acquired is fragmentary, meagre, and uncertain.

"There can be little doubt that without an acquaintance with British history the spirit of patriotism so necessary in a democratic age is apt to lose its appropriate aliment, and neglect of the subject is strongly to be deprecated. Probably the practice of exhibiting the reciprocal relations of history and geography, of teaching history through geography and geography through history, may be found to be the best in result as it is the most rational in method."

Mr. King:—

Grammar. "I do not know whether this subject is better or worse taught in my district than elsewhere under similar circumstances, but in many schools I have not been fully satisfied with the results, as shown by the annual examination, in respect either of accuracy or intelligence. There are often a few in each class, who answer well, and in some schools a good appearance is made by nearly every pupil, but as a rule the grammatical knowledge of the rank and file leaves much to be desired. Without wishing to tie myself down, or any one else, to a definite system of teaching English grammar, a task which would be *plenum opus aleæ*, I propose to refer to some elementary points, by attention to which I believe that grammar might be more successfully taught to the average child.

"It is now generally recognised that the teaching of grammar should begin with the sentence rather than the word; and the Code now asks for the 'formation of easy sentences' from the youngest standard from which grammar is required. I am convinced that when this 'synthesis,' and not merely the 'analysis' of the sentence, is taken up from the beginning on sensible lines, it makes the teaching of grammar easy, because it calls the child's creative faculty into play, and turns what was a toil into a pleasure. That analysis and oral composition are making progress in this district I gather from the gradual but steady improvement of the composition exercises in the Fifth and Sixth standards.

"If we are to begin with the sentence, it follows that the 'parts of speech' should be taught with special reference to the meaning or function of the word in the particular sentence in which it is used. This appears to be a truism, but there is no doubt that the parts of speech are still frequently taught to some extent by form (for instance, by giving the child to understand that every word ending in -ly is an adverb, and every word ending in -ing is a present participle), and chiefly by arbitrarily impressing on the pupil's mind that such a word is an adverb, and such another is a preposition, much in the same way that the genders of French and German nouns are sometimes taught. That sufficient attention is not attached to the meaning of the word is proved to me by my finding so often that three-fourths of a class are unable to assign to its proper category a word like 'that' or 'but,' which can be one of several parts of speech according to the sense of the passage.

"I have long believed that many Fourth Standards are prematurely introduced to 'full parsing.' In grammar, of all subjects, it is necessary to be sure of the foundation, and from the average Fourth Standard child, especially in a country school, an intelligent knowledge of the parts of speech, with elementary analysis and oral composition, is as much as we can expect.

"When teachers have consulted me with regard to the teaching of grammar, I have recommended them, when commencing 'full parsing,' to spend a good deal of time on the declension of the personal pronouns, of course with illustrative exercises, oral or written. By constant practice on the pronouns, which vary according to person, number, and case, it seems possible to enable the average child to grasp the meaning of these distinctions more easily than by any other method. I wish I could abolish the almost universal practice in elementary schools of attributing person to nouns. I have never heard any logical defence of it, and it involves the great practical disadvantage that the child, being taught to call nearly all the nouns 'third person,' frequently applies the same term to the remaining nouns, and to all pronouns and verbs.

"The systematic teaching of the paradigm of the verb may be advocated, partly for similar reasons to those given for the special teaching of the pronoun, and partly for the sake of those children who are going to learn another language. Failures in the specific subjects of Latin and French, in the

first and second stages, are often largely due to ignorance of distinctions of mood, tense and voice, which should have formed part of the instruction in English grammar."

Mr. Struthers:—

English. "For some remarks bearing upon this subject see under the head of 'Reading.' It is indeed difficult—and scarcely desirable—to disjoin the consideration of these two subjects, more especially when recitation is reckoned under the head of English, and it would certainly be a convenience if for purposes of grant they could be brought under one head. I have no doubt also that such a combination would conduce to greater unity of method and intelligence in teaching. The teaching of grammar at present suffers very often from too great abstraction and apparent want of purpose, and if its bearing on the reading were kept constantly in view it would certainly gain in intelligence.

"I have dwelt in former reports on the frequent contrast of the intelligence of the teaching of English with the want of distribution in the answering, and I have endeavoured to trace this result to inadequate classification. Considerable progress has been made during the past year in dividing standards into higher and lower divisions—in some cases the sub-division has been carried even farther—and I think it scarcely admits of doubt that some increase in thoroughness of work has been the result. But such experiments are only palliatives and thoroughly satisfactory work in the larger classes of town schools can scarcely be looked for till the principle is boldly adopted of making the classification for reading and English entirely independent of the classification for arithmetic. There has been found to be no real difficulty in working this classification in the infant schools and in the junior standards, where it is the prevailing one, and I cannot see that the circumstances in the higher classes are so greatly different.

"It is still the fact that much the best results in English, in this district at all events, are to be found in country schools.

Recitation. "Such reading as from its clear articulation and correct phrasing enables the listener to follow the sense without effort, and at the same time conveys some assurance that the reader himself understands it, is probably all that can be aimed at in the ordinary reading lesson. But the proper reading of certain forms of literature, poetry especially, demands higher qualities, *e.g.*, some power of conveying or suggesting certain shades of feeling. The full meaning is not a matter of intellect only, but of emotion as well. Reading in this sense is a fine art, and as such is possibly beyond the scope of the work of the elementary school. Still the repetition during the year of the 80 or 100 lines of poetry prescribed, might more frequently be made the means of acquiring something of this higher art. The lines as a rule are repeated fluently and with correct phrasing, but frequently, I may say usually, there is a distinct suggestion of the speaking doll about the performance. In a very few cases where the teacher has taken special pains or is perhaps more than usually sympathetic the results obtained are in every way satisfactory. In such cases one realizes what an enormously powerful instrument of refinement this repetition of poetry may be made and doubts are apt to arise in the mind of an inspector whether he is doing his duty in accepting the ordinary hum-drum style as sufficient.

"The amount of poetry prescribed varies in the different standards from 20 to 150 lines, and that as a matter of absolute prescription is probably enough. But the experience of a French friend suggests strongly to me what might be done by little imperceptible efforts daily repeated. During a somewhat lengthened school course he was obliged to commit to memory some 10 lines of verse a day, and as a result he has still at his finger ends a large store of the best French poetry, to say nothing of large extracts from the Latin and Greek classics. Now, four lines a day,—and but for the suggestion of ridicule about it one might even say two lines a day,—with revision might make many a pupil at the end of his school course master of some such choice collection as the 'Golden Treasury' or the 'Lyra Heroica,' a possession to be proud of. Doubtless the faculty of memory is a much abused one in the ordinary school work, but here at any rate is a direction in which its exercise is legitimate.

History. "This subject in an increasing number of schools is taken by boys only. At this result I confess I should not be greatly concerned, were one of the two readers which the girls must profess a well-written and interesting history book. In such cases I have often found that the girls while not professing history as a class subject have acquired a really useful knowledge of the subject from the reading lessons alone. But in certain recent inspections I have been deeply disappointed to find that while a combined history and geography reader was one of the books in use in the class the reading of the girls had been confined to the geography portion alone on the plea that the girls did not take history. Such short-sighted and unintelligent policy cannot be too strongly condemned to say nothing of the fact that it is a breach of the clear letter of the Code.

"The prevalent scheme of history teaching is still that laid down in the Old Code, according to which a certain period of history is studied in one year, while in the following it is completely laid aside and another period taken up. The result is that the laborious work of all but the last year, if not that also, goes for nothing, the very concentration of mind on the work of one year tending to obliterate all knowledge of the preceding. With a view to remedy this defect we have insisted more and more on a certain amount of revision of the work of former years, but that is usually done in a rather perfunctory way as a work of supererogation, and I am convinced that the only really satisfactory way of treating the subject is on what may be called the concentric method. According to that method from the time the pupil enters upon the serious study of the subject he takes up the whole field *in outline*. In each succeeding year he goes over the same ground, but in more and more detail. The result is, or should be, that while he may forget the more unimportant details acquired only in his last year or two the outstanding events of the history of our country will be to him a possession for ever; and, what is almost equally important, they will be placed in their proper perspective. It is essential for successful teaching on these lines that the teacher, or, still better, each pupil for himself, should construct a chronological table which should aid the memory through the eye, with compartments in which the pupil may locate any event he reads about. It is, for example, not particularly important that the pupil should know the date of Shakespeare's birth, but he should at least correlate his life with events of the reigns of Elizabeth and James and not of Queen Anne. In the preceding remarks I have supposed that the historical course proper would begin in (say) Standard IV., and that in the lower classes historical instruction would be given by means of what might be called object or picture lessons on subjects of historical interest. If readers are wanted in the higher classes the volumes of Longman's New Historical Course, which are arranged on the concentric system, are eminently suitable. In at least two schools in the district, Torphichen Street and Armadale Schools, the plan of teaching advocated above is adopted with conspicuous success.

Geography. "The arguments in favour of the concentric method of teaching in the case of history, are equally valid in the case of geography, and need not be repeated. I take it that, as in the case of history, there is no objection to teachers submitting for approval schemes for the teaching of geography differing somewhat from that laid down in the Code if they eventually cover as wide a field. The results of the teaching of geography are in the main highly satisfactory, but in several directions there is certainly room for improvement. It is time, for instance, to speak out about the educational fetish of beginning the teaching of geography in I. with the plan of the school. The very sight of the elaborate plan of a town school with its mysterious markings is repellent to children, teacher, and examiner alike. Much of what they are told about it the children at that age cannot possibly understand and what they do understand, or need to understand, might very well be taught in a single lesson. Instead of that, because geography is a class subject, forsooth, the unspeakable plan is trotted out as the subject of a weekly or bi-weekly lesson for a whole year; and, as if that were not enough, one of the two reading books in use in the class is usually a so-called geographical reader filled with dreary descriptions of the plans of imaginary houses. That book, it must be remembered, forms half of the children's reading for the year. The object of all this teaching is, I suppose, to establish in the child's mind a connection between the map and the reality it

represents, but the gap between the plan of the school and the wall-map of Scotland is far too wide and the object aimed at would be much better attained by a single forenoon's excursion to some point of view in the neighbourhood where the actual places marked on the map could be pointed out to the children and their direction determined by a reference to the sun. There is probably no school in Scotland which is not within easy reach of some point of fairly extensive and varied view. There is no pressing need for beginning the teaching of geography in either I. or II., but if introductory lessons are to be given they should not have a separate place on the time-table, but should only be given occasionally in the time allotted to object lessons, and most certainly I should never advise that a geographical reader of the ordinary type should be taken as one of the class-books for either of these standards.

"Another point is that the geography of any country should never be taught in detail without showing its position with reference to other countries and to the globe as a whole. The position of Scotland, for example, should be shown (1) on a map of the British Isles, (2) on a map of Europe, (3) on the globe.

"A third point is that, while the notion of the earth as a globe should be prominent from the very first, the proofs of its roundness and the phenomena which result from its revolutions might well be left over till (say) the 6th Standard stage is reached. It is true that children in II. often show a wonderful amount of information on these points, but this is forcing knowledge which would spring up more naturally in its proper season.

"Lastly, for practical purposes, a remembrance of many geographical details is not so important as ability to get from a map what information may be wanted. The course of instruction for the highest class ought, therefore, to include one or two excursions in the neighbourhood in which the pupils should be taught to read a map and to understand the use of scales and contour lines. At this stage, too, rather than in Standard I., the plan of the school might usefully come in. The pupils might be set to make a drawing to scale of the playground or its immediate neighbourhood, with the directions properly marked. I know there are difficulties in the way of carrying out the foregoing suggestions as to out-of-door teaching, but under proper safeguards a limited number of such excursions might be recognised as forming part of the regular school work to be registered as such. Nothing would tend more to give reality to school teaching, and I can imagine no better basis for a practical teaching of science in schools, than a regional survey of the school neighbourhood."

Specific Subjects.

Decrease in certain subjects; increase in others.

Mr. Scougal reports a considerable decrease in animal physiology, botany, and geology, subjects which he thinks are better taught as part of a scheme of elementary science. In mathematics and languages he reports a gratifying increase. Mr. Walker points out that few go to the second, and fewer still to the third stage. Agriculture is still a favourite subject in Mr. Barrie's district. A larger number than formerly go on to the third stage in mathematics, Latin, and French. In the leaving certificate examination Wallace Hall Academy has done itself great credit. I subjoin tables from which it will be seen that both in the division and my own district there is an increase on the whole in the number of presentations, though there is in the division a large falling off in domestic economy, botany, animal physiology, and geology, and in the district a similar falling off in domestic economy. In both division and district there is a very gratifying increase in mathematics and languages, but it is still matter for regret that there is little change in the proportion of pupils who proceed to the 2nd and 3rd stages. It will be seen from Tables III. and IV. that of the 8,510 pupils who were presented in 1891, in the first stage of subjects Nos. 1–7, 3,850, or 45·2 per cent., were again presented in the second stage in 1892, and 2,022, or 23·7 per cent., in the third stage. The corresponding per-centages for the previous year were 48·7 and 25·7 respectively.

Increase in mathematics and languages.

Few proceed to the advanced stages.

There is thus a falling away from even the low per-centages reached last year. In languages and mathematics there is a slight falling away in the second stage as compared with last year, while those following out their study to a third year yield practically the same per-centage. The results in my own district are from one to two per cent. lower.

I.—Summary of Specific Subjects.

Southern Division.

Name of Subject.	Total Number presented.		Increase in 1893.	Decrease in 1893.
	1892.	1893.		
Mathematics	2,262	2,650	388	—
Latin	1,796	1,943	147	—
Greek	43	31	—	12
French	2,705	3,189	484	—
German	259	270	11	—
Agriculture	1,472	1,544	72	—
Domestic Economy	5,009	4,934	—	75
Animal Physiology	227	111	—	116
Light and Heat	64	63	—	1
Magnetism and Electricity	117	84	—	33
Chemistry	89	171	82	—
Book-keeping	115	193	78	—
Botany	281	97	—	184
Geology	101	10	—	91
Shorthand	49	153	104	—
Wool, &c.	66	85	19	—
Commercial Subjects	29	22	—	7
Physiology and Ambulance	—	26	26	—
Navigation	—	18	18	—
Totals	14,684	15,594	910	—

II.—Summary of Specific Subjects.

District No. 1.

Name of Subject.	Total Number presented.		Increase in 1893.	Decrease in 1893.
	1892.	1893.		
Mathematics	859	1,016	157	—
Latin	573	624	51	—
Greek	7	4	—	3
French	932	1,163	231	—
German	82	97	15	—
Agriculture	20	5	—	15
Domestic Economy	1,596	1,489	—	107
Light and Heat	64	63	—	1
Magnetism and Electricity	63	72	9	—
Chemistry	64	109	45	—
Book-keeping	56	49	—	7
Shorthand	17	56	39	—
Totals	4,333	4,747	414	—

III.—Specific Subjects.—Division.

Subject.	Number presented in Stage I. 1891.	Stage II. 1892.	Stage III. 1893.
1. Mathematics	1,717	448	112
2. Latin	1,293	421	162
3. Greek	30	8	4
4. French	1,969	655	278
5. German	168	69	25
6. Agriculture	1,076	541	364
7. Domestic Economy	2,257	1,708	1,077
8. Magnetism and Electricity	54	38	41
9. Chemistry	155	22	7
10. Botany	255	122	15
11. Book-keeping	80	65	15
12. Shorthand	17	9	5
13. Wool, &c.	73	34	19
14. Light and Heat	37	15	39
15. Physiology and Ambulance	—	—	4
16. Animal Physiology	389	50	6
(*a.*) Total	9,570	4,205	2,173
(*b.*) Total of Subjects (Nos. 1–7), *i.e.*, those retained in 4th Schedule of Code	8,510	3,850	2,022
(*c.*) Total of Subjects (Nos. 1–5), *i.e.*, Mathematics and Languages	5,177	1,601	581

IV.—Specific Subjects.

District No. 1.

Name of Subject.	Number presented in Stage I. 1891.	Stage II. 1892.	Stage III. 1893.
1. Mathematics	665	187	37
2. Latin	465	127	50
3. Greek	7	—	—
4. French	722	210	103
5. German	53	20	3
6. Agriculture	12	7	—
7. Domestic Economy	650	443	373
8 Magnetism and Electricity	38	38	41
9. Chemistry	136	20	7
11. Book-keeping	49	51	15
14. Light and Heat	37	15	39
(*a.*) Total	2,834	1,118	668
(*b.*) Total of Subjects 1–7 (*i.e.*, those retained in 4th Schedule of Code)	2,574	994	566
(*c.*) Total of Subjects 1–5 (*i.e.*, Mathematics and Languages)	1,912	544	193

All the schools under the Edinburgh Board except four are now provided with cookery rooms, and it is hoped that before long that some provision will be made for these four.

Mr. Scougal :—

Decrease in total presentations.

"There is little to note this year under the head of Specific Subjects. The total number presented is considerably smaller than it was last year, the decrease occurring chiefly in animal physiology, botany, and geology.

Science subjects.

Experience has made it plain that science subjects such as these, in so far as they can be taught to children in the standards, find their proper place as part of a well-considered scheme of elementary science as a class subject, and not among the specific subjects.

Mathematics and languages.

"In mathematics and languages there is a decided increase in the presentations, with a slight fall in the per-centage of passes. The number presented in the *second* and *third* stages of these subjects has increased from 162 to 222, that is fully 37 per cent. I anticipate that under the influence of the schemes of the County Committees on secondary education, there will be a marked further increase of the work in these two stages within the next few years."

Mr. Walker :—

"On the whole there is an increase of 169 presentations and 191 passes. Shorthand is a new subject taught in two schools. There is a decrease in all the subjects except mathematics, agriculture, and domestic economy. The numbe presented in agriculture has increased by 116 per cent. The explanation is that last year the County Council took the matter in hand, provided for the instruction of a large number of teachers by a very competent master, and paid their railway fares out and in on the Saturdays.

"Greek and German are taught in four schools each; botany, book-keeping, and commercial subjects in single schools.

"A glance at the table (Appendix No. 1), will show that the number proceeding to the second stage of any subject is comparatively small, and to the third, smaller still. The proportion of failures is greatest in the 1st stage, as there is a tendency to present whole classes without much consideration of their fitness.

"The failures in the languages are due to want of thorough drill in the elements, and in mathematics to inability to apply the principles derived from the first fifteen propositions of Euclid to the working of easy deductions.

Cookery.

"Cookery is taught in only a few of the larger town schools. All the schools under the Perth Board have now properly equipped rooms on their own premises in which the subject is taught by their own teachers who have qualified for the purpose. This method, besides saving the time formerly spent in going to and from a place in the town which was at a considerable distance from some of the schools, has many obvious advantages."

Mr. Barrie :—

Higher subjects.

"The total presentations in specific subjects show a very slight decrease on those of last year, but there is a gratifying increase in the number of scholars presented in the third stage of mathematics, Latin and French.

"Wallace Hall continues to maintain a pre-eminent position amongst the schools of the district for the amount and excellence of the advanced work accomplished in mathematics, classics, and modern languages. This is well borne out by the results of the leaving certificate this year, when it gained nine honours certificates and a large number of higher grade. Among several of the schools doing a very creditable amount of higher work Castle Douglas School deserves to be specially mentioned for the excellence of its French and German.

Agriculture.

"Agriculture is taught with increasing precision and corresponding fullness of results in examination. This is due to the more thorough study of the subject by the teachers themselves at either local or university centres. There may be some difference of opinion as to which course of study is preferable, but no inspector in an agricultural district can have any doubt as to the educational value of the subject however acquired by the teacher. Farmers, as

a rule, are inclined to question its practical value, but even they will admit that it makes for more thinking among a somewhat unthinking class of workmen. For them it may become a veritable science of common things.

"There is a falling off in the number of presentations, but domestic economy continues to be taught in the same schools and on the same lines as formerly. It might be made, like agriculture for boys, a science of common things for girls, but as a matter of fact it has seldom been made so. It receives, however, due attention so far as a mastery of the text book is concerned. Domestic economy.

"Cookery makes little headway—a result due apparently to a strong feeling in some quarters that school girls are too young to profit by it. In most of the town schools, however, it continues to be taught successfully—notably in Langholm and Dryferdale where the classes are under the charge of teachers appointed on account of their special qualifications for this particular work." Cookery.

Pupil-Teachers.

The results of the examinations of pupil-teachers compare unfavourably with those of former years. This is due to several causes, more difficult arithmetic, weakness in algebra and French, but perhaps more to insufficient time for dealing with the additional subjects algebra and French for girls. The afternoon paper for girls, which, with the comparatively recent addition of needlework and school management could with difficulty be overtaken, is by the further addition of French made practically impossible for the average girl with anything like due care. Similar remarks, but with somewhat less force apply to the boys' paper. Results not so good as formerly, due probably to short time for examination.

It seems to me that the time has come for making the examination extend over two days. To overtake all the subjects in one day of six hours—and for candidates who come from the country and must return by a certain train longer time is not available—necessarily involves undesirable hurry. The greater deliberation that would result from spreading the examination over two days would besides give better preparation for the final examination in July, which has proved disastrous to a good many. Mr. Walker finds the number steadily decreasing, and it is in many districts very difficult to get male candidates. Suggestion as to extension of time. Decrease in number of male candidates.

I have not heard that the example set by Glasgow of setting apart three hours every day during which pupil-teachers do not teach but are taught has been to any large extent followed. The position taken by the pupil-teachers in the Edinburgh Board Schools at the Midsummer examination is very high. Of the 57 candidates of both sexes, 33 passed in the first, 16 in the second, and 6 in the third class. This excellent result is doubtless due to the pitch of the examination which candidates must pass before being presented for apprenticeship, and corresponds with the number who passed well or fairly at the annual examinations. Success of Edinburgh candidates at Midsummer examination.

Mr. Scougal:—

"Judged by the statistics of the grants under Article 19 E., the work of the pupil-teachers would seem to have fallen off considerably during the year. The number examined in the *first*, *second*, and *third* years was 20 males, and 116 females. Of these, 43, or 31·6 per cent., gained 60*s.*; 67, or 49·3 per cent., gained 40*s.*; and 26, or 19·1 per cent. gained no grant. This represents, in comparison with last year's results, a falling off of 10 per cent. in the number gaining the higher grant, and an increase of nearly 12 per cent. in the number failing to earn grant. But it would be a mistake to conclude that the work of the pupil-teachers generally has deteriorated to the extent represented by these changed per-centages. The difference has arisen almost entirely from failures of female pupil-teachers in arithmetic and algebra. The questions set in these subjects were evidently quite beyond the capacity of a good many of the candidates, while a very large number were able to make only one half or a little over one-half of the full marks. Many of the girls, too, have as yet Statistics show a falling off in the pupil-teachers' work. This accounted for.

made an exceedingly poor job of the French now set as part of their written work at the collective examinations. As regards the work of the pupil-teachers in all other respects, my impression is that general improvement is noticeable."

Mr. Walker:—

"The number is steadily decreasing, and it is becoming more and more difficult to get suitable boys for the work. The diminution is doubtless due to the great supply of female assistants and ex-pupil-teachers who can be had at a very cheap rate. The recent change in the time and place of examination at the end of the apprenticeship has tended very much to increase the latter class. The balance will doubtless soon be restored by a rise of salary in the case of qualified male assistants and a consequent addition to the number of candidates."

Music.

Mr. Walker:—

"Singing is taught in nearly all the schools, and in the great majority from notes according to Curwen's system. The songs are not always well selected, but the performance is generally satisfactory. There is still, however, room for improvement in the quality of the voices. The lower register is by far too much used, and the effect to a trained ear is very unpleasant. The modulator tests are in almost all cases well done, but the ear tests have not received the attention they deserve. Kinnoull Public School may be mentioned as an example of what may be done by an able and enthusiastic teacher. The music is of a high class; the voices are well trained and well balanced; the modulator and ear tests are done by the whole class with unfailing accuracy. A psalm tune which they had never heard before, containing some modulation and rather difficult intervals, was written on their slates by the senior division, some 80 in number, from the notes played in ordinary time on the harmonium. Then, after each of the parts was played a second time for correction of errors, it was sung by the whole class without a mistake."

Mr. Barrie:—

"Singing by note continues to make steady progress. As in former years the time tests are the chief stumbling-blocks. One finds simple time tests marked by want of precision when fairly difficult ear tests are rapidly and accurately caught. Of course all teachers do not sing equally true at all times, and the result is perplexity in the class whose ears may be truer than their master's voice. A well-tuned instrument obviates this difficulty, and seems to be conducive to the more precise development of voice and ear."

Mr. Dunn:—

"The results continue to improve from year to year. The old notation is practically universal; and I am confident that many of the teachers must have been themselves surprised at the ease, fluency, and accuracy with which musical sentences in that notation are read at first sight. I would specially mention Kirkcaldy Burgh and West Newport, Ferryport-on-Craig, Pittenweem, and Leven Public Schools.

"Not a single grant for singing has been refused where claimed. The defects still prevalent are as follow:—Rough intonation of the boys' voices, unscientific assignment of parts in singing—the girls taking the treble and boys the alto so-called, want of expression, neglect of voice-training exercises, and a tendency to flatten. Large and unwieldy singing classes, especially when massed in a room of insufficient size, are incompatible with refined and melodious singing.

"In some schools solos and duets are given with no small success. I may mention Strathmiglo and Largo Durham Public Schools in this connexion. The advantage of these forms of singing is sufficiently obvious. For one thing they supply a model for imitation by the rest of the class.

"I think that pieces exhibiting greater elaboration and involution of musical form may now be safely introduced into many of the schools. Such com-

position as 'I know a Bank,' 'All's well,' 'Shepherds, tell me,' 'Foresters, sound the cheerful Horn,' might easily be rendered, with the assistance of the teaching staff. But, of course, a popular song well sung is infinitely more satisfactory than a more ambitious piece of music imperfectly rendered."

Infant Schools.

Continued improvement generally.

I am glad to be able to report as last year continued improvement in infant teaching. Kindergarten work is being more largely introduced, and organised recreation in the shape of musical drill and games, more complete classification and greater attention to object lessons are becoming more general. Much of this is the outcome of the ideas of the infant mistresses who deserve great credit for fertility of resource in devising amusements which not only do not retard advancement in the ordinary subjects, but cause them to be taken up with spirit and intelligence, and make school life a pleasure.

Mr. Dunn :—

"I have so frequently submitted observations upon this department of school work that detailed criticism is unnecessary.

"As a rule the work is well done, and in a few cases admirably. I may mention St. Andrew's, Anstruther Easter East, and Townhill Infant Schools as specially meritorious.

"Kindergarten in a limited and selective form is a very common feature of infant instruction. It is an undoubted relief to the severe strain and monotony of the elementary work; but I should consider it a matter for regret if the adoption of the system maimed or trammelled the teacher's own initiative and originality of resource. The primary impulses and spontaneous amusements of children are patent to all observers, and the teacher's task is to give scope to the former and to organise the latter in a well regulated and artistic way. I hope it need not be assumed that in this department of infant school work Germany has said the last word."

Mr. King :—

"I am glad to be able to report a steady advance in the results obtained in the larger infant schools in my district. I find that the discipline is improving year by year, that the children are better classified, and more carefully instructed in the elements, that object lessons are more numerous, better illustrated, and more intelligently given, and that a larger amount of time is devoted, very profitably, to organised recreation in the forms of singing, musical drill, school games, and kindergarten. It does not follow that there is not yet room for improvement; for very few of the infant schools in this district are as good as many in Edinburgh and Glasgow; but it is gratifying to note that considerable progress has been made. Epidemics have interfered greatly with the attendance of the younger children in the border towns during the past year, and, had it not been for this circumstance, I should probably have been able to recommend a larger number of 'excellents.'"

Mr. Struthers :—

"The condition of the infant schools is one on which the mind dwells with satisfaction. The name is, in some respects, a misnomer, inasmuch as the infant schools in this district almost invariably include Standard I., and so provide for the education of children up to the age of eight. The line of development in these schools has been remarkably uniform. Year by year the curriculum has been broadened and an increasing proportion of the available school time has been given to subjects other than the three R's. In several the whole of the afternoon meeting is systematically given up to subjects such as object lessons, musical drill, games, and various kinds of kindergarten occupations. In one the mistress, with what I think creditable boldness, has conducted the teaching of the five-year-olds on entirely kindergarten lines. This movement, I need hardly say, is a spontaneous one on the part of the

teachers. It is not the outcome of Code requirements or of any special pressure on the part of Inspectors whose attitude has been mainly one of observation. In the movement we may find a very effective reply to those who argue that the tendency of human nature being to do no more than is required of it a certain Code prescription is necessary to proficiency. At all events that is not the case with teachers in the infant schools. Pure professional interest leads them to undertake voluntary work which makes considerably greater demands on their ingenuity, judgment, and resource than the routine teaching of the three R's.

"What is the result of this widening of the curriculum? This question may be considered from two points of view: (1) Its effect on the teaching of the three R's; (2) the educational value of the extra subjects introduced. As regards the first, it might be expected that there would be some falling off, if not in quality, at all events in the amount of work done in a given time. Some such falling off might, indeed, be held to be more than compensated for by the collateral advantages. As a matter of fact, mistresses in proposing an alteration in the time-table which would reduce the amount of time given to ordinary subjects have expressed a fear that they would not be able to show the same advancement as formerly. Accordingly, during the past year, my attention has been largely directed to ascertaining the effect on ordinary subjects of the widened curriculum, and, as a result, I have no hesitation in saying that as great advancement as ever is shown while the work done is considerably more intelligent.

"As to the second point, the educational value of the extra subjects introduced, the following are the points that strike one:—The education given is more all round, inasmuch as not only are the purely mental faculties, if there are any such, of the children exercised but bodily training receives some attention. Still more the power of the will over bodily movements is strengthened, and the child becomes more capable of expressing itself in action as well as in thought. Most important of all is the increase of energy which results from the natural exercise of the child's faculties. Children take a natural delight in movement and in making things, and when these propensities are satisfied there is an enhanced pleasure in school life and a resulting energy which carry them triumphantly through what are possibly less agreeable occupations. Progress in a given subject is not necessarily commensurate with the amount of time per diem given to it. As much progress may be made in half the time provided that the children enter upon the lesson with zest, that the freshness of interest be maintained, and that routine methods and vain repetitions be avoided. Children of five to seven years of age cannot really profit by instruction for four hours a day in the three R's only. Supposing that no other suitable occupations could be provided for them in school it would be better that they should spend half the time in the playground.

"When we are brought face to face with such highly satisfactory results in the infant schools, the question naturally arises, Are the so-called infant school methods suitable only for infant schools, or are they valid universally? Is there any reason to suppose that the method of education which produces such good results in the case of children aged from seven to eight would be unsuitable for children of eight or nine years? I cannot but think that if object lessons, drill, and hand and eye training were systematically introduced into the higher standards, and the time devoted to the standard subjects in consequence considerably reduced, not only would the results from the general point of view of education be better, but the quality of the work done in the standard subjects would also be improved. I do not mean the perfunctory addition of these subjects for an hour a week, or the practice of them for a short time immediately before inspection, but the making them an integral part of the work of every day, of equal importance with any other subject. That improvement I should hope for, not so much from the inherent educational capabilities of any of these subjects as from the change in the point of view which their introduction would effect. Each subject would be regarded not so much as an end in itself but rather as a means towards the general education of the child, that education if successful resulting in increase of intelligence, greater power of initiative and independent thought, better control, increased energy, and greater capability of action. Their

introduction would help to substitute the internal stimulus of interest as the motive power of education for the external stimulus of compulsion, and would foster the productive rather than the receptive attitude on the part of the children.

"For this reason I am inclined to regret the separation of the infant school from the juvenile school for purposes of examination. That division has served a useful purpose in providing a ring fence within which educational principles might take root and flourish unimpeded by utilitarian or pecuniary considerations, but it has tended to obscure the essential unity of the method of education, and I should be glad to see it now done away with and to have the school work assessed as a whole, regard being had to all its aspects, including class, standard, and extra subjects.

"The age at which children leave the infant school is steadily rising, and this fact may at first sight seem to be out of accordance with the view expressed above as to the progress made in the infant schools. Two things, however, have to be borne in mind. The first is that dull and irregular children who would have to fall behind their classmates at some stage or other of their school course are more usually kept back at this stage, so that their progress when they enter the juvenile school may be at the standard a year rate. Second, the higher division of Standard I. in an infant school often shows what are practically Standard II. attainments."

General Observations.

The Junior Division of the School, Exemption Standard, Discipline, Drill.

Discipline.

Under the head of discipline two points occur to me as worthy of notice, viz., audible answering and corporal punishment. I am convinced from almost daily experience that there is no part of school work in which there is such a lamentable waste of time and teaching power as in accepting individual answers to questions in which the whole class ought to have an interest, and would have it, if they could only hear. The fundamental idea of class teaching, viz., that the class must be steadily regarded as *one individual*, is too often forgotten. I hold it as an axiom that in ordinary circumstances every child should hear every word that every other child says if the teaching power is to be fully utilised. But besides the waste of teaching power, indistinct answering interferes seriously with sustained attention and consequent quietness. Finally, it is simply a bad habit which can be cured if the teacher resolves to cure it. I never recommend the higher grant for discipline where indistinct answering is a prevalent feature of the school.

Waste from indistinct answering.

Where prevalent the higher grant not recommended.

The other point is corporal punishment. During visits of inspection this is practically unknown, but at visits without notice I have not unfrequently seen a vigorous and possibly a necessary employment of the tawse, but I have good reason to believe that it is too often had recourse to as the shortest, but surely the coarsest and least effective, means of maintaining discipline. I hope the cases are few in which one figure wrong in a sum is visited with one stripe, two with two, and so on. This is obviously demoralising to both teacher and pupil, and merits the very strongest condemnation. While I by no means advocate the abolition of corporal punishment, I think it should be kept as a reserve of force for extreme cases, and ought never to be inflicted except when it is meant to be distinctly severe and memorable. Head masters of large schools should regard it as a very important part of their supervision to know under what circumstances their staff use this power of punishment. When punishment is frequent it is not that the children are naughty but that the teacher is injudicious. Of one thing I am sure, that he is the best disciplinarian who punishes least.

Corporal punishment.

Best disciplinarian punishes least.

Mr. Dunn:—

"As regards the attainments of Standards I. and II. it is not to be forgotten that the average age of the children in these standards is more advanced than under the former system of classification and examination. It will frequently be found that half or more of Standard I. are eight years of age; and what would have been surprising under the previous *régime* is in reality barely normal. There is no desire to over-drive the children, and the extra time spent in Standard I. is often usefully and wholesomely so spent; but, on the other hand, the new Code was not designed to retard by a year the progress of the children through the standards. This is one of the considerations which go to form a general estimate of the efficiency of a school. While the new Code does not fix age limits for the several standards, and all reasonable allowance may be made for the circumstances of individual children, we are not, I think, entitled to assume that the requirements for children of seven years of age defined under the former system of examination were exorbitant, miscalculated, or oppressive. The only evil inherent in the system was the inducement it offered to secure by every means a pass for those children whose mental or physical disabilities prevented them from attaining the required degree of proficiency unless by an injurious amount of pressure.

The Exemption Standard.

"While the results of school instruction taken in the aggregate must be pronounced very good and indicative of zeal, industry, and ability on the part of the teachers, it should not be forgotten that the children during the greater part of their school career are very young, and in ordinary circumstances are still very young when they pass the 5th Standard. The consequences accruing are numerous, and all regrettable. For example, except for factory work, the children after passing the 5th Standard at the normal age are too young and physically too feeble to be of much use for labour. As a result they run about the streets for a year or two, finding casual and intermittent employment, but in the interval losing very much of what they had learned at school, and acquiring instead a *gaminerie*, which, apart from its demoralising effect, renders them indisposed for the self-restraint, subordination, and steady industry which all regular employments demand. Even when the boys find work at the factory after obtaining a labour certificate, they prove themselves, as I am frequently assured, unruly, turbulent, and mischievous. While the influence of evil example undoubtedly operates, and the adult workers are often careless of the effect of their language and conduct upon very young lads, it appears to me that the dominating cause for this absence of a proper *morale* is to be found in the mental and moral immaturity of the boys when they leave school. They are launched into active life before the instruction and the moral impressions which they receive at school have had time to penetrate deeply and become interwoven with their mental fibres. The plasticity which rendered them susceptible of intellectual and moral training is equally apt to receive the mould of another environment which in its main characteristics is a reversal of the principles of school life. It is no exaggeration to say that the process of education stops at the 'psychological moment' when the effects of education are on the point of acquiring stability and permanence.

"Almost every one admits the general correctness of this view, and if Standard VI. were legally established as the standard of exemption, the change would be hailed with almost universal satisfaction. It is very much to be desired that the school boards should approach the Government in a collective capacity and make such representations as should bring the question into maturity for legislative action. Fortunately it is not a party question, and the only general opposition likely to arise would be from parents who are anxious to exploit their children.

Discipline.

"In most respects discipline is highly satisfactory throughout the district. The finer moral elements which are comprised within the idea may be said to be even more conspicuous than its more formal and mechanical constituents. For example, honesty at the written work is universal, but the assembling and dismissal of classes are sometimes noisy and disorderly. In one or two cases this state of matters has resulted in a reduction of the discipline grant. I must again call attention to the necessity for insisting upon clean hands and

faces. Not unfrequently girls, tidily dressed and otherwise clean, have long and dirty nails. The female teachers in a school might very suitably refer to such matters and should also at intervals examine the girls' offices.

"In large schools the assembling and dismissal of classes demand something like military regularity and uniformity of movement. In this way absence of noise and confusion is secured. In one school (Dunfermline, Queen Anne Public) the children when marching into and out of the playground keep step to a song which they sing in unison. This has a very pleasing effect, and certainly relieves the monotony of ascending and descending two or three flights of stairs. In other schools, a lively march is played upon the piano. In a word, irregular and promiscuous movements of classes are out of date.

"There is no doubt that military drill, as taught in very many schools has a valuable effect in giving precision, order, and activity to the school *régime*. In this connection the West School of Kirkcaldy calls for special praise. The janitor has organised a flute band to accompany the drill movements, and finer evolutions I have rarely seen on a playground.

"I am strongly of opinion that some form of physical training corresponding to the drill-exercises for boys should be provided for the girls. In a few schools the girls in the juvenile school receive musical drill with great advantage."

Drill.

Mr. Walker :—

"Musical drill is taught with very good effect in the junior departments of most of the large schools, and in one or two of the smaller schools. There seems no good reason except want of time for its not being used to a much greater extent in small schools. Military drill is confined to a few of the larger schools. The Perth Board Schools have substituted for it in the senior classes a very good system of physical drill by a competent master, time being kept and precision attained by a musical accompaniment.

"Kindergarten exercises are practised in most of the large town schools."

Evening Schools.

Effect of Evening School Code salutary.

The Evening School Code has given a very hearty impulse in the direction of a larger number of schools and increased attendance. In my own district the increase has been so considerable that I have for the first time since I came to Edinburgh taken any share worth speaking of in the actual inspection of them, my assistants being both able and willing to overtake them all. This year that was no longer possible. Mr. Struthers and I have accordingly taken a share in the work, and we have both been most favourably impressed, not less with the fidelity and skill of the teachers than with the discipline, earnestness, and spirit of work shown by the pupils, the most of whom after being more or less busily employed during the day attended during four nights a week with the most praiseworthy regularity.

Mr. Crombie has supplied me with the following remarks :—

Results show advance.

"The results in the evening schools of last year clearly indicate advance in attendance, in character and extent of curriculum, and in general efficiency. It may be averred that the evening schools in the city were, from the increased and enlightened attention bestowed upon them by managers, rapidly developing all the resources possible under the conditions of the Code regulations. Indeed, so far as the preparation and successful carrying out of schemes of study went, they had been anticipating the liberty to specialise, so freely granted in the Evening Schools Continuation Code, since issued by the Department.

Increase in schools.

The current year has witnessed a remarkable increase in the number of country evening schools. Under the stimulus of the generous conditions of the Continuation Code nine new schools have been opened in the district, now making a total, including the city schools, of twenty-eight. Very successful work has been done generally, and in a considerable proportion of the schools the attendance has been remarkably regular. The most striking feature, common to nearly all, is the spirit of earnest work which generally pervades. Actual results as tested by examination vary, being largely dependent upon the previous school history of the pupils, but the desire to learn, and the relative progress made, are both much in evidence.

Intelligence in methods.

"Teachers are, it would seem, deriving much benefit from the increased opportunities afforded them of devising and practising methods of instruction applicable to the more mature years of their pupils. It was no uncommon occurrence to find the desire to read stimulated by the employment of such a magazine as 'The Strand' or a standard work like 'Westward Ho.' In one city school the teacher through his own efforts got together a small library, and secured the hearty co-operation of his class by inviting them to bring, for the purpose of lending to the others, interesting books which they had read and enjoyed themselves. In the same school, voluntary exercises in composition to be done at home were almost without exception done by the whole class. The majority of the city schools have been supplied with an optical lantern, and the instruction in geography has thereby become most interesting, effective, and probably permanent. The method employed varies, but the one usually adopted is to give a demonstration with the lantern on the country under study the one night, to be followed by a lesson with the map over the same field the following night.

"Arithmetic is still the subject which yields the least encouraging results. In a few schools the classes are well classified, and sound work is done, but this is not so universal as it ought to be. Mental operations exemplifying the rules explained should be much more generally practised.

"Composition is usually taught on the same lines as in the day school. What the lads need is ability to express clearly and accurately what comes under their own observation. For this purpose the exercises in composition might utilise the matter furnished by other special subjects studied by the class. To describe clearly, fully, and accurately, for instance, an experiment in a scientific subject performed in their presence would be a very satisfactory exercise in composition, a great aid to clear comprehension, and a stimulus to accurate observation.

"Very satisfactory results are generally obtained in the numerous special subjects found in these schools, and notably in book-keeping. Shorthand, another popular subject, is well taught in the city schools, but the amount of work overtaken in several of the country schools was somewhat limited."

Mr. Scougal:—

"The following is a summary of Mr. Black's notes on the evening schools examined by him:—

Results of examination.

"'The same three evening schools were again examined this year. All showed a considerable increase in the numbers presented. The total in standards was 234, and of Ex-VI. pupils 150.

"'The total presentations in specific subjects numbered 519, distributed thus:—Mathematics, 53; French, 30; German, 9; magnetism and electricity, 289; shorthand, 19; book-keeping, 119.

"'The results over all were quite up to their former high level.'

Continuation school and science college work in Leith.

"In regard to the important and interesting evening (continuation) school work carried on in Leith, the clerk of the school board has kindly sent me the following valuable notes and remarks:—

"'Taking the figures for November, as in previous years, the number on the roll, not including the Science College, is 680, with an average attendance of 448; as compared with a roll of 584, and an average attendance of 445, last year. Two new schools of this description have been opened since the session began, making now five schools in all. In addition there is the Science College, with a roll of 615, and an average attendance of 487, as compared with a roll of 653, and an

average attendance of 543, last year . . . . There is no real falling off in the attendance. The diminished number is caused by the method of calculating the average attendance under the new Code. Dullness in the shipbuilding, engineering, and kindred trades has been the chief cause of the diminished roll of the Science College.

"'As showing how these classes have increased during recent years, I may mention that in November 1887 there was only one evening school under the board, with 70 scholars on the roll, and an average attendance of 45, all being instructed in "the three R's" only. Now there are 1,380 on the roll and 1,005 in average attendance, only a small number of whom are below Standard VI. In 1887 there was not a single evening school student examined in subjects under the Department of Science and Art. In May last there were 340 so examined. Owing to the changes that have recently occurred in these examinations and in the payments on results, all evening students working under the Science and Art Department's rules are now concentrated in the Science College. It is too soon to say anything yet of the effect of the new Code, except that it has been received with a considerable amount of favour, and that it is hoped that it will stimulate evening school work.'" Six years' progress. The New Code.

Mr. Barrie :—

"Only two evening schools were examined during the year, but each had done good—indeed excellent—work, considering the circumstances of Code and place. One was a purely rural school, the aggregate number of miles walked to which in dark winter evenings over bad roads would astonish town-dwellers. The other was in a small town, and was set agoing by the board at the request of a deputation of young men desirous of mental improvement.

"The New Code for continuation evening schools should increase the number both of schools and of scholars. It is broad and flexible enough, certainly, to suit all local requirements, and it offers, what the former Code lacked, points of attraction for young men and women whose school education has grown rusty, but who have at the same time outgrown the desire, if not the need, for it, and are reaching out for more stimulating mental pabulum. The fault will lie with localities now if the school education of the masses ends with the 5th Standard of the elementary school."

Deaf Mute and Blind Schools.

Of the two schools belonging to this class, one for deaf-mutes, the other for blind children, I have nothing but good to say. Both continue to be conducted with the singular patience and devotion to duty which I have always recognised as a characteristic of such teachers.

School Libraries and Museums.

These are, I am glad to report, on the increase. Musical entertainments are given from time to time by the singing masters and the pupils of the various schools. The money received for admission is expended on pictures for the school-room or on books for the library.

Manual Instruction and Laundry Work.

Systematic instruction in wood-work has been given in five of the Edinburgh board schools, and will shortly be commenced in other two. A grant for laundry-work has been earned in one school, and provision is now being made for the teaching of it in another.

Mr. Crombie has, under great pressure, owing to the resignation of Mr. Gunn, drawn up the tables of statistics with characteristic care and accuracy. I have pleasure in recording hearty thanks to my whole staff for loyal co-operation in the work of the past year.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TABLE I.—Specific Subjects.

No.	Name of Subject.	No. 1. (Dr. Kerr.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 2. (Mr. Scougal.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 3. (Mr. King.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.
1	Mathematics	715	185	32	932	83·9	273	91	17	381	80·0	155	41	6	202	72·7
2	Latin	366	106	43	515	71·0	114	33	19	166	77·0	160	53	15	228	81·6
3	Greek	—	4	—	4	100·0	2	—	—	2	100·0	1	1	—	2	50·0
4	French	691	263	95	1,049	78·9	239	37	16	292	85·0	226	59	24	309	77·6
5	German	81	13	3	97	69·0	64	1	8	73	71·0	10	4	1	15	86·7
6	Agriculture	5	—	—	5	100·0	67	49	16	132	75·0	49	29	38	116	81·9
7	Domestic Economy	477	514	302	1,293	90·2	384	143	130	657	78·0	153	84	98	335	77·3
8	Light and Heat	18	6	39	63	76·1	—	—	—	—	—	—	—	—	—	—
9	Magnetism and Electricity	15	16	41	72	87·5	12	—	—	12	33·0	—	—	—	—	—
10	Chemistry	80	22	7	109	77·0	—	—	—	—	—	34	—	—	34	55·9
11	Book-keeping	21	13	15	49	83·8	12	—	—	12	75·0	69	—	—	69	94·2
12	Shorthand	52	4	—	56	87·5	—	11	—	11	82·0	—	2	3	5	100·0
13	Geology	—	—	—	—	—	—	10	—	10	100·0	—	—	—	—	—
14	Botany	—	—	—	—	—	—	—	—	—	—	25	31	—	56	89·3
15	Wool, &c.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16	Commercial Subjects	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	2	2	100·0
18	Physiology and Ambulance	—	—	—	—	—	22	—	4	26	81·0	—	—	—	—	—
19	Navigation	—	—	—	—	—	18	—	—	18	33·0	—	—	—	—	—
	Totals, 1893	2,521	1,146	577	4,244*	82·5	1,207	375	210	1,792	78·3	882	304	187	1,373	79·8
	Corresponding totals, 1892	2,704	1,118	511	4,333	86·3	1,181	552	181	1,914	79·9	725	400	127	1,252	79·6

* 503 additional presentations were to have been made in schools paid under Art. 10.

C 81029.

TABLE I.—Specific Subjects—*continued.*

No.	Name of Subject.	No. 4. (Mr. Barrie.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 5. (Mr. Dunn.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 6. (Mr. Walker.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.
1	Mathematics	234	104	28	366	90·7	304	86	12	402	81·6	214	52	17	283	86·2
2	Latin	131	60	36	227	92·1	384	92	29	505	83·7	126	47	20	193	65·8
3	Greek	1	5	2	8	100·0	7	1	1	9	100·0	—	5	1	6	50·0
4	French	286	121	58	465	88·3	364	106	48	518	86·3	287	118	37	442	84·3
5	German	13	6	7	26	100·0	17	15	5	37	86·5	16	5	1	22	100·0
6	Agriculture	465	276	236	977	91·5	17	5	16	38	86·8	174	44	58	276	90·2
7	Domestic Economy	446	328	265	1,039	89·8	418	163	37	618	85·9	412	139	245	796	85·5
8	Light and Heat	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
10	Chemistry	22	6	—	28	92·8	—	—	—	—	—	—	—	—	—	—
11	Book-keeping	49	6	—	55	92·7	—	—	—	—	—	6	2	—	8	100·0
12	Shorthand	10	—	—	10	100·0	11	—	2	13	100·0	58	—	—	58	96·5
13	Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Botany	—	—	15	15	100·0	—	—	—	—	—	22	4	—	26	100·0
15	Wool, &c.	41	25	19	85	96·4	—	—	—	—	—	—	—	—	—	—
16	Commercial Subjects	—	—	—	—	—	—	—	—	—	—	13	9	—	22	74·2
17	Animal Physiology	23	67	4	94	96·5	15	—	—	15	100·0	—	—	—	—	—
18	Physiology and Ambulance	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
19	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals, 1893	1,721	1,004	670	3,395	90·8	1,537	468	150	2,155	85·1	1,328	425	379	2,132	84·6
	Corresponding totals, 1892	1,830	1,122	482	3,434	91·3	1,160	426	202	1,788	85·4	1,181	587	195	1,963	87·3

SUMMARIES FOR DIVISION.

Class Subjects.

Class Subject.	Number of Departments.				Approximate Per-centage of Number of Departments.		
	Paid at			Total No. exa-mined.	Paid at		
	2*s.*	1*s.*	0.		2*s.*	1*s.*	0.
English - - - -	670	158	4	832	80·5	19·0	·5
Geography - - - -	715	100	10	825	86·6	12·0	1·2
History - - - -	433	78	10	521	83·1	14·9	2·0
Elementary science - - -	52	2	—	54	96·3	3·7	—
Needlework -	155	15	—	170	91·1	8·8	—

Summary of Results under 19 A., B 1, and E.

—	—	Approximate Per-centage of whole.
Organisation and discipline :—		
Number of departments inspected - - - -	1,009	—
„ „ reported excellent - - -	872	86·4
„ „ „ good - - - -	137	13·6
„ „ „ below good - - -	—	—
Singing :—		
Number of departments paid at 1*s.* - - -	792	78·5
„ „ „ 6*d.* - - - -	190	18·8
„ „ receiving no grant - - -	27	2·7
Children under Standard III. :—		
Number of departments classed excellent - - -	273	27·1
„ „ „ good - - - -	690	68·4
„ „ „ fair - - - -	44	4·3
„ „ „ below fair - - -	2	·2
Children over Standard III. :—		
Number of departments classed excellent - - -	109	13·7
„ „ „ good - - - -	564	71·1
„ „ „ fair - - - -	110	13·9
„ „ „ below fair - -	10	1·3
Gratuities to pupil-teachers :—		
Number of pupil-teachers awarded 60*s.* - - -	335	43·3
„ „ „ 40*s.* - - - -	285	36·8
„ „ „ 0 - - - -	154	19·9

EDUCATION (SCOTLAND).

WESTERN DIVISION.

GENERAL REPORT FOR THE YEAR 1893,

BY

R. OGILVIE, Esq., M.A., LL.D.,

ONE OF HER MAJESTY'S CHIEF INSPECTORS.

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

[C.—7414.–I.]

GENERAL REPORT, *for the Year* 1893, *by* R. OGILVIE, ESQ., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION OF SCOTLAND.

MY LORDS,

I HAVE the honour to present to your Lordships a report of the schools inspected by myself and my colleagues in the Western Division of Scotland.

The limits of the division and the staff of inspectors and assistants remain the same. There has been an appreciable rise in the average attendance and a corresponding enlargement of accommodation. In addition to the elementary instruction, which under freer conditions is steadily gaining in elasticity, secondary and technical subjects have engaged increased attention. There is a growing feeling that the structure of national education, though sufficiently strengthened at its base, must be carried higher to suit the spirit and wants of the times. The prospective subsidy available from the so-called equivalent grant has given an impulse in this direction, and signs of awakened activity and progress are now everywhere observable.

SUPPLY.

The supply of school places keeps, as usual, approximate pace with the demand, and additions, whether in the shape of new schools or enlargements of existing buildings, mark a steady advance in material comfort and suitability. If there are deficiencies they are only incidental and in most cases in process of being remedied. Altogether the provision of accommodation cannot be spoken of in other than terms of general approval.

The enterprise of the Glasgow Board furnishes, as usual, a praiseworthy record of work completed or in progress. The following extracts from the property committee's latest returns show in detail what has been achieved or taken in hand during the year:—

"During the year two new schools have been completed and opened, viz., Queen Mary Street and Dalmarnock Schools, giving accommodation for 1,130 and 1,309 scholars respectively. Additions to Camlachie and Oatlands Schools, giving accommodation for 500 and 550 respectively, have also been opened.

"As the Art Class in Thomson Street School has been removed to Whitehill School, the Scotch Education Department have sanctioned the addition of 237 school places to the accommodation of Thomson Street School, from which the Board propose to deduct 84 places, the accommodation of the cookery room.

"The Board have decided to erect additions to Woodside and Dovehill Schools. The addition to Woodside is necessitated partly by a large increase of scholars and partly by the school being set apart as one of those in which there shall be a Secondary Department. The addition to Dovehill will be built on ground presented to the Board by the late Sir Michael Connal, and will consist principally of rooms for teaching cookery and laundry work.

"Plans are being prepared for a new school on the Rosemount site, to give accommodation for about 1,400 scholars.

"Small plots of ground adjoining Bishop Street, Rumford Street, and Dovehill Schools have been acquired for the purpose of extending the playgrounds or of altering or adding to the school buildings.

"The new schools at Adelphi Terrace, Newlands, and St. James', and the addition to Abbotsford are all in a more or less forward state.

"The addition to Springfield School is almost finished and will be ready for occupation early in February.

"The Board are making arrangements for the erection of workshops for manual instruction and gymnasia in schools which are receiving a share of the Secondary Education Grant under the scheme of the Burgh Committee."

One or two survivals of the old order of schools still await the reforming activity of the Glasgow Board, notably Balfour and Martyrs' Schools.

Among the additions in the suburban and rural portions of my district the most conspicuous are the important and urgently-needed enlargement of Kirkintilloch Lairdsland school, and the handsome new school approaching completion in the parish of Shettleston.

The requirements of the Secondary Minute collaterally involve a re-adjustment, and in many cases an extension, of the school provision, and I am glad to notice that most of the committees have set aside a portion of the accumulated grant for the enlargement and improvement of buildings, so far as such enlargement or improvement is undertaken and carried out in the interests of higher instruction.

Mr. Jolly :—

Govan and Dumbarton still extends.

"The whole district continues to advance in population and school supply, especially the parish of Govan, which moves on at phenominal pace. Under the Govan Board several schools are now being built—one at Lorne Street, near the new Cessnock Docks, to accommodate 1,414, which will be opened in February first; another, at Struthbungo, for 1,438; another, at Dowanhill, Partick, for 1,492; while an addition, for 900, will be made to Broomloan Road School, Govan. Meantime the excess of pupils is being taught in various overflow halls and old schools under inadequate conditions. In the rest of the district Knoxland Public School, Dumbarton, is being doubled in size, and Netherton Public School, under the New Kilpatrick Board, has been increased to provide for 100 more. The immense school at Clydebank is still able to absorb the growing number of children round that centre of trading activity.

"The new departure in connexion with secondary education under the county committees has caused increased activity, in the extension of the staff, and, in some cases, of premises, as well as awakened public interest in education in general, and in its hitherto unsatisfactory secondary departments. In the county of Dumbarton six schools have been fixed upon, well distributed over the county, as centres of higher secondary work: Helensburgh Hermitage Public School, Dumbarton Academy, Alexandria North Public, Clydebank Public, New Kilpatrick Public, and Lenzie Academy; which last is partly in this county and partly in Lanark. These are in all cases being more efficiently equipped with teachers specially devoted to secondary subjects; in some instances they are having their premises extended for like objects, such as Helensburgh Hermitage, which is getting a splendid addition to form a thorough secondary department; and Alexandria North Public, which is to be greatly enlarged for similar purposes. In regard to New Kilpatrick School at Bearsden, the centre of a population that may be expected to desire and to take advantage of new facilities for higher education, the old parish school, a good building of considerable size, has been adequately appointed for secondary subjects. The other centres already possess sufficient accommodation, at least for the present; though it is to be hoped that, with the new and rising impulse and assistance given to higher education, new possibilities are in store for the county in this most desirable direction."

Dr. Smith :—

"I thought a year ago that the increase of school accommodation in this district was at last about to cease, but there seems but little diminution. A large new school is contemplated in Bothwell parish, at Bellshill, and additions are being made to schools in almost every place of any importance in the 'black country.' This does not imply so large an increase in school attendance as might be imagined. The population undoubtedly is increasing, and largely; but it is also changing quarters. The development of a new industry creates a population, while the exhaustion of a coal-pit or the closing of a steel work makes a desert of a populous place; but, allowing for these variations, there is no doubt that in the middle ward of Lanarkshire villages are still springing up in the midst of fields, and what recently were villages are now busy towns. This implies a continued provision and increase of school accommodation, of which it would not be wise to predict the end."

Mr. Bathgate :—

"The only addition made to the school supply during the year is a new Roman Catholic School at Newton, in the parish of Cambuslang. This building will accommodate 412 scholars, drawn partly from the public school in Newton and partly from the Roman Catholic School in Cambuslang. Owing, however, to the general increase of population in the parish it is expected that very few places in the existing schools will be left vacant.

"I need not further refer to a point noted in last report, namely, the undue size of class-rooms. But I may call attention to a defect that is seen even in plans recently submitted to the Department. I mean the shape of class-rooms which are oblong, with the teacher's place on one of the longer sides. This shape in a room holding from 70 to 90 scholars is inconvenient for the maintenance of discipline and the effective use of the voice. It also tends to give a short free floor space between the teacher and the pupils. I have sometimes found this space still further encroached on by an additional row of desks, and thus reduced to a narrow passage. In such cases the teacher's head is almost over those of the scholars, inhaling the impure air which is breathed out. I have called attention to these cases individually, but I think that plans should be drawn up so as to make this arrangement practically impossible.

"New methods of ventilation are in use in two or three of the new schools in the district, but as I have not yet tested them by the excellent criterion of a prolonged visit, I need not discuss them in the meantime."

Mr. Boyd :—

"The supply of school accommodation has, generally speaking, been for some years pretty complete. The growth of population in the towns has, of course, from time to time to be provided for, and occasionally a new building supersedes one or more old and unsuitable ones. The only important addition since I wrote last is the new school at Williamsburgh in the east end of Paisley, which accommodates about 1,200 scholars. It is heated and ventilated on the 'Plenum' system of Key and Tyndall, of Glasgow, by which pure air of a proper temperature is forced into the rooms, driving out the vitiated air before it. The premises include a gymnasium and a workshop for manual training.

"In Greenock steps are being taken to erect a school to take the place of Ann Street and Duncan Street Schools, which are held on lease, and are a good deal below the modern standard of accommodation. The Oban School Board have also had to take into serious consideration proposals to extend their buildings. When the building now occupied by the infant and junior departments was erected, it was considered sufficient for the town for years to come, but even with the additional buildings at Soroba Road, the accommodation is found to be inadequate.

"Not a few schools exist where, although the aggregate space is sufficient for the attendance, its distribution renders the work difficult. For this

school managers have seldom been to blame, but they are not unfrequently inconsiderate regarding the teacher's difficulties. Some seem to think that with so many square feet for so many children the problem of accommodation is solved.

"The comparative frequency with which in certain parishes buildings are allowed to get out of repair provokes unfavourable remark. It seems to be caused by an indisposition to lay out money till this can no longer be avoided, but it does not need to be said that the supposed economy ends in increased expenditure. Cases in which the state of the building shows a reprehensible indifference to the health and comfort of both teachers and scholars are not quite unknown. I do not forget that in some remote parts of Argyll it is not always easy to get qualified men to execute repairs, but that is not the whole difficulty."

Mr. Waddell:—

Supply.

"The schools under inspection have been increased by one—a small temporary provision in connexion with the extension of the Glasgow Waterworks near Loch Ard. A new room is again being added to one of the schools in the parish of Muiravonside, and those added to the Alloa Parish and St. Ninian's Public Schools are now in use with beneficial results. It is satisfactory to know that the boards at Grangemouth and Clackmannan are now taking active steps to improve the character of their premises and increase their accommodation. Beyond this there is not anything to report in the shape of building operations. In most respects the buildings in the district are of a substantial and suitable character, but those of them which were erected some 15 or 20 years ago have in many cases two notable defects. One is that little or no cloak-room accommodation is supplied outside of the class-rooms, the other is that even where the staff numbers several adult members there is no teachers' room. These drawbacks might have been guarded against when the buildings were in progress, but it is not easy to provide a remedy now, except in connexion with some extension that is needed on other grounds. That on every wet day the classes should sit for hours surrounded by damp cloaks and umbrellas is most unfortunate, and that teachers should be kept at school all day without a room to which they can withdraw in peace and comfort during the dinner interval is positively wrong."

Attendance.

The returns for the division show a total increase of 14,570 scholars in average attendance. This rise, when the statistics are analysed, is as gratifying in one direction as it is disappointing in another. It indicates, allowance being made for the normal increment of population, a perceptible advance in regularity of attendance, but a curtailment rather than an extension of school life. This conclusion is borne out by the closer approximation, especially in Glasgow, of the number in daily attendance with the number on the registers, while, on the other hand, only 2,385 additional scholars were presented for examination, and, though there were 490 more examinees in the Ex.-6th Standard, there were as many as 779 fewer in Standards IV.–VI.

The premature age at which the mass of children leave school is an evil which free education, free books, and free everything have proved unavailing to check. There appears to be no remedy but a compulsory age limit, or the substitution of the 6th for the 5th Standard as the qualifying test for exemption. The remark of the Glasgow board referring to this vexed question deserves quotation: "If the compulsory "powers of the board were put in force in respect of children between "five and six, it would only have the effect of reducing the average "age at which children leave school."

In an exhaustive return lately submitted to the Glasgow board by Mr. Mitchell, whose name deserves honourable mention in this connexion, it is contended that all the children in the city from 7 to 12 are either on school rolls or reasonably accounted for. It has been customary for the board to furnish an accurate return of the scholars in attendance as compared with those on the registers on a given day in the month of October, and it is deserving of notice that the per-centage this year, varying as it does from 75 in some schools to 90 in others, has reached on the average the maximum record of 88. These results are not produced without incessant vigilance, and, if need be, firm dealing. The first step towards the enforcement of attendance consists of an ordinary call from the officer of the district. Lists of irregular and absentee children are obtained at the various schools weekly, and visits to the parents are made immediately thereafter, such visits amounting in the aggregate to 10,000 per week. Warning forms are also served, and, failing any result, the parents are summoned to a meeting of the board. Admonition, strengthened by the fear of punishment in the background, generally proves, except in the case of the lowest class of defaulters, an efficient remedy. While some 170 cases were last year taken before the sheriff, as many as 2,360 were effectively dealt with by remonstrance.

The main obstacle to proper attendance at school is to be found in the social condition and environments of the families to which the children belong. There is, moreover, a submerged tenth which could hardly be reached but for the ameliorating agencies at work in the city. Among these may be mentioned the Day Industrial Schools at Green Street, Rotten Row, and Rose Street, which answer the purpose of truant schools and also schools for children whose parents, being widows or widowers, are at work during the day. Deserving also of all commendation are the day refuges maintained by the Evangelistic Association, where some 500 children are daily fed and sent to school, and the Poor Children's Dinner Society, which supplied no fewer than 294,315 dinners during last winter and spring, and were also helpful in providing boots and clothing for destitute children brought under their notice in connexion with the board's dealing with defaulting parents.

Day industrial schools.

The half-time element, though generally declining, still bulks largely in some places, notably in Paisley, where it is even said to be on the increase, but it is gratifying to note its gradual disappearance in Glasgow. It is a remarkable fact that throughout the whole city there are only 50 children taking advantage of the half-time provision contained in the Factory and Workshops Act.

Half-timers.

The usual arrangements have been made during the past year by the Glasgow board to meet the requirements of the Blind and Deaf Mute Act. The blind children may be divided into three groups, 19 being lodged and educated at the Blind Asylum, six in Smyllum Institution, and 21 attending seven board schools. Of the deaf mutes, 61 are in Longside Institution, 15 in Smyllum, and six in Donaldson's Hospital, Edinburgh, where there is no charge. It may be mentioned that the blind children accommodated in the public schools are visited by a specially qualified teacher, and instructed in the "Braille" system as well as in industrial work.

Blind childre

Deaf mutes.

Mr. Boyd speaks hopefully of the operation of the Highland Minute in the county of Argyll, and Mr. Harvey bewails, as usual, the laxity prevalent in his district.

Mr. Bathgate:—

"The evidence as to increased attendance under the operation of free education is conflicting and indecisive. The average attendance in the Glasgow board schools for a fixed period of four weeks seems to have improved 1 per cent. since last year, and the figures for Roman Catholic schools in Glasgow show a similar increase. From a large parish adjacent to Glasgow I receive the report that the average attendance has been raised, but not to any great extent; that school life tends to begin at an earlier age than formerly; that there is no prolongation of the period of attendance, the proportion of scholars in the 6th Standard being no greater than it was before the introduction of free education; while the proportion of absence from trivial excuses is not greater than formerly.

"I find that in my district as a whole the number of scholars present at the inspections has increased from 28,869 to 29,489, while the average attendance for the year has only increased from 25,548 to 25,847. This is, however, a very narrow basis on which to found any definite conclusion. A more certain inference from the statistics is that the attendance in the upper standards is still gradually falling off. The number of scholars presented during last year in and under the 3rd Standard is 21,561, as against 21,124 for the previous year; but the number presented in the 4th, 5th, and 6th Standards has diminished from 7,535 to 7,491. It is, therefore, with reason that the Glasgow board point out that the exercise of compulsory powers over children from five to six years of age would only result at present in these children being withdrawn from school at an unduly early age. This tendency should be counteracted, I believe, by making the 6th Standard compulsory.

"A residuum of the population remains intractable under persuasion and moderate compulsion. An instructive glimpse of this class is occasionally got. A temporary school in Glasgow has been open for 15 months, and has, doubtless, received a considerable proportion of irregulars not previously secured, and refractory subjects from other schools. In this school out of 79 scholars in the 1st Standard, three were 13 years of age, three 12, six 11, eight 10, 27 nine, 23 eight, and 9 seven years of age. The early age at which some scholars shake off the bonds of compulsory attendance is also illustrated by the schedules of a Roman Catholic evening school. In this case scholars were presented in the 3rd Standard, two of whom were 16 years of age and had passed the same standard respectively five and six years before, other two aged 15 had passed it five years before, and one boy of 14 had passed it three years previously. This could hardly be called a continuation school.

"It is important in arranging the school year to make the periods of attendance and vacation as favourable as possible to regular and vigorous work. Hitherto in many cases the holidays given have extended to six or seven weeks in summer and a week or 10 days at the New Year, and there has been no other holiday longer than a couple of days. I am glad to see that the Glasgow School Board have made an excellent innovation by giving a week's holiday at Easter, a time when it is much required both by teachers and scholars. I doubt if a working class population can utilise six weeks of a summer vacation. The parents must have great difficulty in knowing how to look after their children for so long a period, and the scholars lose the habits of attendance and work. It would be better, I think, to have a month's vacation in summer, and to extend the vacations at Easter and the New Year to about 10 days each."

Mr. Boyd:—

"This important matter is, as a general rule, carefully looked after by the school boards, and their efforts have resulted in a measure of progress. Except, however, in giving them greater freedom in the exercise of their compulsory powers, they do not seem to have been much helped by the abolition of fees. As remarked on a former occasion, the people who claimed so large a share of attention in regard to their children's attendance are just those who are too well known to school attendance committees still.

"In Argyll the Highland Minute has undoubtedly helped the attendance. The number of schools receiving the highest grant under Art. 19 A. (1) of the Code, as having an average attendance of over 80 per cent. of the number on the roll, is greater this year than ever. I am not disposed, however, to credit the whole of this result to actual improvement in attendance. It seems partly due to the care with which the roll is purged. There is a tendency to 'sail close to the wind' in this matter, and names of scholars marked as having left have sometimes to be restored to the roll. The 'beneficial' character of the 'employment' of scholars for whom additional attendances are claimed (Art. 23 (b.) 1. (b.)) is also occasionally open to doubt.

"The number of half-time scholars is diminishing, not because, as far as my information goes, half-time employment is decreasing, but from the circumstance that many so employed have passed the 5th Standard at 11 years of age, and are therefore not required to attend school."

Mr. Waddell:—

"The figures for attendance are as follows, those of last year being added in brackets for purposes of comparison. It should be noted, however, that the increase is understated, as last year's figures include five schools twice. Attendance.

"Numbers on the roll	- - -	30,510 (30,138)+372
" present at inspection	- -	28,211 (27,962)+249
" in average attendance		24,954 (24,223)+731

"It thus appears that the most considerable increase is found in the average attendance, a distinctly favourable circumstance, which may, for want of any other tangible reason, be ascribed to the remission of fees. That this is the cause seems the more probable from the fact that epidemic sickness was undoubtedly very prevalent during the spring months. It is of course possible that the rise may be a mere rise 'on paper,' secured by the timely and judicious closing of the schools whenever, from sickness or any other cause, the attendance seemed likely to be unfavourably affected. That no part of the advance is contributed by the senior pupils is a melancholy certainty, to be deduced clearly from the following figures:—

"Average attendance, Infants—	St. III.	- 16,782	(16,018)+764
" " Sts. IV.—	Ex. VI.	- 8,171	(8,205)— 34
"Present at inspection - -	Ex. VI.	- 589	(602)— 13
" " - -	St. VI.	- 1,306	(1,401)— 95
" " - -	Sts. IV.–VI.	7,828	(7,941)—113
" " - -	Sts. I.–III.	- 11,314	(11,245)+ 69
" " - -	Infants	- 8,518	(8,174)+344

"Thus whether we look to average attendance or to presence on the day of inspection the junior classes represent the favourable, the senior the unfavourable, side of the account. These facts are the more to be regretted when it is remembered that concurrently with them there has come into operation a new encouragement to the attendance of senior pupils in the shape of the merit certificate. For this certificate 119 candidates were presented in 23 schools. Under the circumstances the most natural inference is that these candidates are pupils who would have remained at school from choice, in the absence of any stimulus; and that if the merit certificate is destined, as all must hope, to effect an improvement in school attendance, its influence in that direction has not yet begun to operate.

"The extent to which additional attendances are claimed under Article 23 is rapidly decreasing, as may be seen from the returns, last year's figures being in brackets:—

"Total attendances claimed - -	42,192 (67,302)
"Number of scholars - - -	534 (832)
"Number of schools - - -	28 (47)."

Mr. Harvey:—

"The same old story as to attendance. In the towns and colliery districts good; in rural parishes very disheartening. The schedules in Dalmellington,

&c. contain the names of many scholars with over 400 attendances: a 'rara avis' of this kind is hardly to be met with in agricultural districts. The supineness or greed of parents is winked at, or even encouraged, by members of country school boards. I am credibly informed that, at a meeting of a certain board, a proposal was made to prosecute defaulting parents. On inquiry, however, it was found that several of the members had been the chief employers of juvenile labour: ergo 'solvuntur risu tabulæ.' I see that a proposal has been made to give parish councils control over school attendance. Possibly this might be an improvement on the present arrangement, but the only permanent cure is to free the compulsory officer from local control, and make him directly responsible to Government. In towns such as Maybole there seems to be an almost unaccountable reluctance on the part of parents of the working classes to keep their children at school beyond Standard V. If on leaving school such children are immediately able to earn wages, there is a reasonable excuse on the part of poorer parents, but in the case of pupils who, on securing exemption, merely run wild through the streets, it is surely inexcusable in parents not to take advantage of the free education offered for their children in VI. and even ex-VI. Permission to leave after passing Standard V. is often construed into compulsion to leave. The excuse offered by some parents that they are unable to prevail upon their children to attend the higher classes is surely a very weak one. The teacher, it is often said, can work wonders in producing good attendance by making school work attractive; but the monotonous regularity of irregularity of attendance in country districts shows that the teacher is not really to blame.

"Large, varied, and presumably attractive mental pabulum has been provided in the Evening Continuation Code. It is sincerely to be hoped that all, whose prior education has not gone beyond the elementary stage, will avail themselves of the advantages so freely offered."

Teaching Staff.

The teaching staff, so far as it is recruited from the training colleges and the universities, is steadily advancing in breadth of culture and general efficiency. The bulk of the male students combine university attendance with normal training, and it is probable that the *élite* of the female students will avail themselves of the same privilege, time being allowed them to prepare for the qualifying test. There is also the usual sprinkling of graduates who enter the profession under the provisions of Article 47, II. (c). But the supply through these channels falls materially short of the demand, and the balance, regulated as it somehow must be by natural law, is maintained by the rush of acting teachers through the gateway of the Christmas examination. The growing predominance of untrained teachers is a regrettable necessity, not but what such teachers succeed in producing a show of results, just as it is common to flush up a crop by means of stimulants which leave no heartening in the soil. But the qualities that conduce to stable and healthy progress are the outcome, speaking generally, of wider cultivation and sterner and more systematic training.

The untrained element has always been disproportionately large in the Catholic schools owing to the want of a Catholic Training College in Scotland. This defect, I am glad to say, is in process of being remedied, decisive steps having already been taken towards establishing a college in Glasgow. The Catholics, numbering as they do a fifth of the population of Glasgow, have abundant scope for concentrated activity, and it is creditable to the managers of their schools that they have already followed the lead of the Glasgow board and started central classes for the improvement of the instruction of the pupil-teachers.

The following figures show the number of pupil-teachers paid for at the various rates :—

Total Number examined.	Paid at the Rate of		
	60*s.*	40*s.*	0.
1,308	575	486	247
Approximate per-centage under each rate - - - - -	44·	37·1	18·9

The pupil-teacher system is somewhat in a transition state. The examination syllabus has been recast and the requirements generally stiffened, while the stricter abiturient examination ensures a thorough sifting of the candidates before they can properly be said to take up teaching as a profession. These changes have engaged the attention of school boards and other managers, with the result that central classes for the collective instruction of pupil-teachers have been established in the larger towns and are in contemplation, so far as practicable, elsewhere. The Glasgow board further lead the way in the action they have taken towards providing for the instruction of pupil-teachers during the day, and, as a consequence, shortening to a proportionate extent their wearisome hours of teaching. This movement initiates a fundamental reform of the whole pupil-teacher system, and places it for the first time on a footing corresponding to its name and conception. It gives scholarship a chance alongside of training, and as conducing to the improvement of the material of subsequent supply cannot fail to be an ultimate gain to education. Headmasters may be heard to grumble about the disturbance to daily routine, but that is because the reform has not been carried far enough for pupil-teachers to be regarded as helpful supernumeraries rather than constituent members of the staff.

Mr. Jolly thinks that in the selection of candidates greater stress should be laid on aptitude as compared with mere attainments, and suggests as a preliminary to apprenticeship some kind of official approval of the candidate's teaching capacity. The responsibility rests with the managers, and, so far as my own observation goes, they appear as a body to be alive to the importance of making a right selection. In any case it would be hazardous to veto a scholarly candidate who does not at first sight give decisive evidence of a faculty which experience alone can adequately test.

Mr. Jolly :—

"I would again emphasize the importance in the selection of candidates for pupil-teachership, of laying much greater stress on their capacity for teaching as compared with mere acquirement. The latter should, of course, always be as good as can be got, but the former being relatively of vastly more value for a profession which increasingly demands the greatest skill, as the science and art of teaching are more studied, should receive more attention, for the happiness and success of the teacher, the training of the child, and the progress of education. Yet school boards and managers seem to be actuated far too much by lower and personal considerations in their selection, rather than by the all-important one of capability for the task, and often present candidates who have not taught a single lesson, and whose teaching ability has in no

The selection of candidates defective

way been tested. This surprising neglect of a plain duty to the managers themselves and the pupils, accounts, in great measure, for failures during apprenticeship, and subsequent non-success as teachers, which, happily, are now receiving the increased consideration they deserve. I am of opinion that the abolition of the entry examination for candidates, and especially the absence in the Code, of any stated requirements as to teaching, have deteriorated the quality of our pupil-teachers, and I should recommend the taking of steps to raise it, by the Department and school boards providing greater security for their ability as teachers before apprenticeship. As matters stand, inspectors are officially powerless to refuse any candidate, though weak in teaching, if his physical and mental condition are certified by a medical man and the managers and teachers. Schoolmasters generally feel this a grievance, but they are often helpless in the circumstances. Personally, I try to influence managers to secure capable candidates, with gratifying but only partial success —so powerful are extraneous considerations in their nomination, and I am convinced that the evil will not begin to be remedied till the Department demand higher qualifications for the office of teacher."

Mr. Bathgate :—

Untrained teachers.

"The increasing proportion of untrained certificated teachers is unfavourable to the progress of education. The School Board of Glasgow shows a wise self-restraint in availing itself of this source of supply. I find that in its schools in my district there are only eight untrained teachers as against 208 who have attended a training college. In the suburban parishes in the public schools there are 17 untrained and 48 trained teachers. In the Roman Catholic schools I find 24 untrained and 14 trained teachers. I need not repeat the statements of past years as to the inferiority of untrained teachers. Their multiplication tends to make managers believe that training is a matter of indifference. And the unequal competition thereby engendered throughout the country unduly lowers the salaries of the trained teachers.

"I am glad to know that the movement for establishing a Roman Catholic Training College in Glasgow has been vigorously prosecuted, is at an advanced stage, and seems likely to secure that very desirable result.

Pupil-teachers.

"The instruction of pupil-teachers continues to make progress. The Pupil-Teachers' Institute of the Glasgow board has not yet been in operation for a sufficient time to justify a complete report on it. The pupil-teachers from it have generally met the new requirements in algebra and French in a satisfactory manner. Those from other parishes have not yet, as a rule, attempted the French on the paper. The corresponding institute for Roman Catholic pupil-teachers has also made some progress in organisation and in the provision of skilled teachers for special subjects."

Mr. Boyd :—

"The demand for fully certificated and especially for trained teachers has been very considerable of late, and complaints are heard of the fewness and the inferior qualifications of applicants for vacancies. There has been no little difficulty in obtaining teachers for some of the remoter schools in Argyllshire, the salaries offered being apparently inadequate to attract them to localities in which they would have to lay their account with a certain measure of loneliness. Graduates are in request, and the demand for them is being quickened by the movements in favour of secondary education.

"I have again found a considerable decrease in the number of pupil-teachers. The quality does not seem, however, to rise in proportion, a smaller per-centage having passed 'well' than in the previous year. The adoption of the admission examination as the examination for all pupil-teachers of the 4th year will, I anticipate, stimulate many to greater diligence in their studies.

"I have a growing conviction that pupil-teachers, especially the younger ones, are overworked. Their scheme of study is now pretty liberal, but the amount of fatiguing work which they have during the day often unfits them for bringing to their lessons much elasticity of mind. It is absolutely necessary also that they should have time for reasonable rest and recreation. It seems to me desirable that pupil-teachers during the first two years of their time should

not count on the staff to the same extent as during the two later years. The numerical strength of the staff is sometimes more regarded than its efficiency, with results which are injurious to all concerned.

"In Argyll there were 13 bilingual pupil-teachers under Art. 19 E. of the Code."

Mr. Marshall:—

"The pupil-teacher system does not succeed so well as formerly. It is admitted that a probationary period is necessary, and that the proper age is 14–17, but the difficulty is to combine both instruction and teaching. The pupil-teacher teaches six hours a day, and is expected to study three or four at home. So long as the pupil-teacher is allowed to count on the staff, I see no solution of the question. Some boards allow the pupil-teachers to work only half the day, and receive instruction during the other half. This is a step in the right direction, but it is complicated, and necessitates constant shifting of classes. The pupil-teacher at 14 has neither the knowledge nor the talent necessary for teaching. His teaching amounts only to catechising on the contents of the book, and the first condition of genuine instruction, ability to take a subject, and state it in his own words, is not given. When associated with a certificated teacher a pupil-teacher can, no doubt, learn the art by observing the method of the teacher—how he presents his facts in doles to suit the capacity of the pupils, how he compares, illustrates, and summarises. Teaching is an art, and can be learnt only by model. The study of method from book is valuable when the book is practical, but model lessons are more impressing. Pupil-teacher system.

"It seems to me that the pupil-teachers are overworked, and that the system should abandon staff work, and should be restricted to more technical instruction and general culture. A perusal of the pupil-teachers' papers for 20 years strongly confirms me in this opinion.

"There is considerable improvement in the staff. The tendency at present is to prefer normal school teachers to acting teachers, which has been fostered by the reduction of the qualification of aspirants (Art. 79) to 40 and 50. Still we often find aspirants working 80 and 90, and the school escapes reduction of grant because the staff is calculated on the total average of the school, and in some sections is more than the minimum. School boards are perhaps more liberal than they used to be in the matter of staff, and in many schools the staff is equal to double the average calculated at the Government minimum. Still it should be remembered that there has been a great increase of work since a teacher was allowed for 60–70." Staff.

Mr. Waddell:—

"The number of certificated teachers employed in this district as principals or assistants seems to be almost unchanged. But since last year the balance of numbers has for the first time been cast on the female side to the extent of 17. The number of non-certificated assistants continues to rise; it has advanced this year from 73 to 91. While the number of female pupil-teachers remains stationary, the males have increased from 36 to 52, a most unexpected and satisfactory circumstance. It is gratifying to observe that several pupil-teachers from this district occupy a rather prominent place in the admission class list. That has not been so for some years, and I hope it may indicate a permanent tendency. I would exhort them, whether they get support or not, to endeavour for their own sake to extract all the advantage they can from the practical duties of their apprenticeship. A very common error into which pupil-teachers fall, or are allowed to fall, is that of identifying teaching with examining. When they are asked to give a lesson upon a particular subject they proceed to question the class upon that subject. It is the special function of the inspector to question a class; it is their function to teach it, unless they are asked to do otherwise. No doubt examination can never be absent from good teaching, but good teaching is examining and something much beyond that—a something which is not the less real because it does not admit of being easily defined." Staff.

STANDARD OF INSTRUCTION.

Of the scholars on the registers of schools inspected during the past year—

302,616 were present at inspection.
266,383 were in average attendance.
211,798 were presented in and under Standard III.
82,498 were presented in Standards IV.–VI.
6,790 were presented in Ex-Standard VI.

A comparison of these figures with those of last year shows—

—	Present at Inspection.	Average Attendance.	Examined in Ex-Standard VI.
1891–92	300,231	251,813	6,300
1892–93	302,616	266,383	6,790
Increase -	2,385	14,570	490

The following figures show the results of examination in and under Standard III., and for the sake of comparison the results for the preceding year are placed alongside :—

—	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1892–3	366	776	48	0
1891–2	335	761	98	1

The following are the results in Standards IV.–VI. :—

—	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1892–3	140	797	104	0
1891–2	128	772	140	1

New Code.

The New Code on further trial obtains approval on all hands. It has made teachers and taught, as Barbour says about freedom, "have liking." Its provisions are sufficiently definite to rescue instruction from desultoriness and sufficiently elastic to give free scope to exceptional talent without pressure on weaker capacities.

The elementary subjects show everywhere an upward tendency. All my colleagues report progress, though in varying degrees, along the

whole line. The tabulated results point in the same direction. There is a creditable rise in the number of departments classed as "excellent,' and a gratifying decrease in the number falling below "good." The advance, as seen in the above tables, is more marked in the lower divisions than in the higher, a result to be looked for from the more complex elements involved in the general estimate of the upper work.

The freedom of re-presentation, though practically inoperative as regards classification according to subjects, has been judiciously used in determining promotion from one standard to another. It is a concession which can never be abused nor even freely used, because of its unpopularity. Teachers, in fact, are so hampered by parental interference that they would gladly revert to the old order of things when the decision largely rested with an outside authority.

Reading. There is a general agreement of opinion that reading has improved not merely in fluency but in the finer qualities of style and expression. In the better type of town schools, especially in Glasgow, reading with ease, distinctness, and intelligent expression may be said to be the general rule. The infants are trained not merely to name words but to group phrases, and a natural but distinct and expressive style is cultivated in the subsequent classes, the children often losing the consciousness of the art in the interest of the story. The upper classes generally come through the test of a newspaper or an unseen book with credit. They often, in fact, read unseen matter with more expression, because their interest is awakened. Reading in a drowsy, drawling monotone, with teeth clenched and lips reluctantly opened, still lingers in mining and rural districts. Teachers in such cases are apt to lay the blame, which properly rests with themselves, on the stubborn nature of the materials they have to work on. The instruction proceeds on wrong lines, and the function of the inspector is not so much to rail at it as to set about its reform in a practical manner. There is perhaps no part of an inspector's work on which he can impress himself more than on the general character of the reading of his district.

Writing. Writing has improved considerably, perhaps more than any other subject. The system getting into vogue is the upright style with uniform stroke, continuous join, and regular spacing. The success of this method is beyond question. Its distinctive feature is that the pen is taken off the paper only at the end of each word. In this way rapidity of execution is combined with uniformity, neatness, and legibility. This system is fast superseding elaborate copper-plate, and gives promise of an acceleration of speed never before reached, because never before seriously attempted. It has always been surprising that children, who are as nimble at most things as grown-up people, should be so painfully slow in the purely mechanical art of writing.

Spelling. Spelling in spite of its perplexities has always been creditably accurate, but though the results are satisfactory, there is little doubt that the processes by which they are secured might often be facilitated by improved methods of teaching the subject. Sheer practice too frequently does duty for blackboard illustration. In visits without notice it is not uncommon to hear a class taught spelling—and the sounds can be heard some way off—by the simultaneous parrot-like repetition for any number of times of a single word.

Composition. Composition is steadily gaining ground, chiefly by reason of the earlier start, now the rule in schools of any pretension. There is also a growing disposition to insist on questions being answered, so far as

practicable, in complete sentences. But the subject requires to be taught as well as practised, and more use should be made of the blackboard to illustrate the construction and the *Zusammenhang* of sentences. The reading lesson should likewise be utilised for practice in turning active renderings into passive, and *vice versâ*, as also for noting such forms of expression as might fitly serve for imitative models. Taking the results achieved as a whole, it may be said that the composition of the average school shows perceptible improvement, but leaves a good deal of room for more, while in the best taught schools the essays often reveal a surprising amount of general reading and a corresponding facility of expression. In the poorest schools the performances are somewhat crude and meagre, the letters not unfrequently consisting of a string of short, jerky sentences, like, not to speak it profanely, dogs barking.

Arithmetic.

Arithmetic, which has all along been a more or less satisfactory subject, participates in the general improvement, especially in respect of elasticity and ready treatment of questions involving thought and perception. The most noteworthy feature, speaking specially for Glasgow schools, is the prominence given to rapidity of calculation in the initiatory classes. Here speed has been accelerated in a marvellous degree without appreciable detriment to accuracy. A further gain has been the effectual expulsion of fingering and other slovenly processes, still inveterately clinging to indifferent schools. Such artifices, however deftly used, have no chance where expedition counts as an integral factor in the result.

Mental arithmetic.

Mental arithmetic is variously reported on, though on the whole favourably. There seems most room for improvement in the direction of variety and simplicity, and more use might be made of its principles in solving questions by shortened methods.

Infant instruction.

Most of the larger and better equipped schools are provided with a separate and well devised infant department. The furnishings include a plentiful supply of apparatus, and the walls are instructively hung with pictures. The teachers are for the most part skilful and sympathetic, and not a few of them possess the born gift of sustaining the interest and attention of hundreds of children without conscious effort. The instruction is varied with the usual accessories of infant training. In addition to Swedish drill and other kinds of calisthenics, a good deal is done in the direction of Kindergarten occupations. Songs are nicely sung and thoroughly enjoyed, and the children have all sides of their character developed in an atmosphere of happy activity.

The shortcomings to which attention may be drawn concern the partition of the accommodation. There is not unfrequently a deficiency of class-rooms for divisional teaching. The main room, though well adapted for collective lessons and recreative exercises, becomes a babel of tongues when the classes are distributed and four or five members of the staff shout each other down.

Merit certificate.

The merit certificate is growing in favour as an elementary degree, and in many cases is further enhanced by the pecuniary award it carries with it under the schemes of the county committees.

Mr. Jolly:—

Quality of teaching in Govan and Dumbarton.

"I am happy to be able to report marked and steady improvement all over the district in the skill of the teachers and the quality of the results; in very many cases, and these a rapidly increasing number, they are exceedingly good, and in

not a few all that could be wished. I am delighted to note, as the years go by, a more enlightened perception of the aims and processes of education, as a Science and an Art; of the paramount value of the training of faculty in the child, and of this development of faculty as the best and most permanent product of the school; and of the immeasurably subordinate place of mere knowledge. I have daily to report, in rising terms, of growing skill in applying the best methods for these ends, and in securing satisfactory outcome from the mass, instead of from the minority, of the scholars; and a clearer recognition of the immense importance of the initiatory stages of school life, the appointment to this once despised work of more capable teachers at worthier salaries, which, though rising, are still too low even in the best cases, and reprehensibly deficient in others. I am glad to perceive a better understanding by school managers also of the real nature and purpose of education, and its higher and more lasting effects as apart from mere greed-grind for shallow but paying results, too long and still too generally prevalent in the country.

Improvements in teaching composition in Dumbarton and Govan.

"I would again draw attention to desirable reform in the teaching of composition, on account of certain remarkable results recently produced in this district. The reform advocated for many years, as yet in vain as far as the Code is concerned, has been the *combined teaching of composition and grammar from the very first*,—grammar to be strictly subordinated throughout and auxiliary to its practical use in composition, which should be the basis and end of all instruction in these subjects. Some time ago I had conferences with teachers, giving explanation of method and exhibitions of results, especially at the initial stages; and the matter so commended itself to the teachers, especially in Dumbartonshire, that they entered on it with enthusiasm. They have already produced results that cannot be characterised otherwise than surprising—surprising to myself who have seen what can be done in this direction with right men and right methods, on account of the quality of the work achieved in so short a time; and, doubtless, not less surprising to the teachers themselves, in regard to a subject which has been so hide-bound by tradition, and so long relegated to higher classes, but which is as delightful as it is practical. The subject has been systematically taught *from the infant room upwards*, in graded courses.

Remarkable results produced.

"At the inspection in Dumbartonshire, in most cases, I gave exercises on paper, as well as tests on slate and blackboard; and I now possess a large collection of papers done from the 1st Standard to the 4th, in which the subject has generally till now been unattempted. These are as remarkable in quality as they are honourable to the ability and advanced views of the teachers. It has been proved both possible in fact and easy of accomplishment, that composition can be taught from the child's entry into the infant room right up to its higher and little practised developments in the upper classes. Such an early and sound foundation and systematic after-course must give a command of English which will prove of the highest value to the children for life, as well as some of the graces of style otherwise impossible.

"When I brought the subject publicly under the notice of the teachers I exhibited specimens of work done by the younger children in certain schools honourably named in former reports, to demonstrate, beyond all gainsaying, the practicability and pleasure of the system advocated, by which pupils of the first and second standards were able to pass the present tests laid down for the fifth and sixth, in reproducing a story and writing an original theme; and the sight of these no doubt stimulated them to attempt similar work. In many schools I have also got composition printed on the blackboard in the infant room, with results even more astonishing than those in the lower standards, great as these have been and quite incredible to all who have not seen them done.

Answering in full sentences recommended.

"In this connexion, I would recommend getting the pupils from the first to answer questions *in complete sentences*, so as to accustom them to their correct construction in daily speech; in due time making them conscious of the technical process by which this is done, through direct teaching on the subject. This has been effectively carried out in many schools with gratifying effect not only on composition, but in greater accuracy of thought and

thoroughness of knowledge. I should earnestly recommend its general adoption. It would more than reward the trouble necessary to secure it, which, however, is far less than might be expected, and which is only needed in the earlier stages, growing facility in the child soon making it easy and pleasant."

Mr. Bathgate :—

"The elementary work done in the schools, tested with the same stringency as in recent years, continues steadily to improve. Last year the junior departments of the schools in the district were classified as: 20 excellent, 36 good, and 5 fair; the corresponding figures for this year are 25 excellent, 33 good, and 2 fair. The senior departments were in the last report ranked as: 8 excellent, 40 good, and 6 fair; they now stand as: 10 excellent, 41 good, and 3 fair. The proportion of excellent marks is as hitherto less in the higher departments. This difference is due to the essentially greater difficulty of securing a high general average of results in the more advanced and complex work of the upper classes. Many of the schools are very large, containing from 1,000 to 1,700 pupils, and in their senior departments there are from 300 to 500 scholars organised in 8 or 10 classes. It requires a thoroughly adequate staff and very careful management to ensure that no considerable section of such a department shall fall below a high standard of efficiency.

"Reading usually shows improvement in fluency and accuracy; but a pleasing style is not much more common than hitherto; it is hard to secure, as graceful speech is not a marked characteristic of life outside the school.

"Composition has made progress owing to the general practice of preparatory exercises, and letter writing now receives greater attention.

"I have everywhere during the past year given exercises in mental arithmetic in the upper standards, and have usually found an evident need of such practice. In some cases the tests have been well done. But, as a rule, I found little facility in mental work; and very often in a 6th Standard, where the scholars were dealing on their slates with millions and decimals of six figures, the girls would be puzzled to tell within a reasonable time how many inches are in three-quarters of a yard, and the boys to say how many minutes are in an hour and a half. Rapidity and certainty in adding columns of money on the slate I also found very defective. Teachers should make a point of constantly giving simple examples of all rules, to be done mentally, of explaining easy short methods, and of simplifying easy problems such as the combination of time and rate in simple interest.

"A number of schools have presented pupils for the merit certificate. In most cases the preparation has been careful and the certificate generally deserved. But I have maintained a standard of thorough efficiency in the elementary subjects, and I remember one case in which all the scholars presented, except one, failed."

Dr. Smith :—

"There is little to chronicle respecting reading. The heavy accent which I have before complained of is still present, though, perhaps, in a less marked degree. I attribute this to the greater care which teachers are now exercising, with themselves as well as with their pupils, in the niceties of pronounciation. It is too much to hope that we shall get rid entirely of provincialism of accent, but it is certainly being modified year by year. A little attention to the true principles of breathing would greatly improve the reading in our schools. The usual method is to gallop on without stopping until the lungs are exhausted, then comes a pause, whether required by the sense of the passage or not, while a short gasping breath is taken, and then the pace is renewed. Some teachers, indeed, compel attention to the punctuation rests. The pupils of these are given to exaggerating somewhat the instructions of their masters, and make the pauses unduly long; but they are at least on the right path, and time and familiarity will modify excess.

"Writing continues to present good results in the copy-books, but I cannot help thinking that the children are too soon promoted to writing small hand.

It is in text and half text that the accurate formation of the letters is learned, and unless this has been well implanted the change to small hand develops a slovenly style of writing. This is less apparent in the copy-books, where especial pains are usually taken, than in exercises which are scribbled off more hurriedly. I think that a large amount of exercise writing should be avoided for this very reason. The pupils have not time to pay attention to the writing, and their hand quickly degenerates in a fashion which it may be found difficult to repair, however necessary, in after life.

"Arithmetic continues to be one of our most successfully taught subjects. Pupils show an increasing readiness and accuracy in working out questions, and mental arithmetic is, as a rule, successfully done. I fear, however, that in advancing the pupils from one rule to another, too little account is taken of what will prove practically valuable in after life; and I think that a more frequent recapitulation of past work, though it might apparently retard progress, would give more solid and satisfactory results in the end."

Mr. Boyd:—

"Regarding the ordinary standard subjects, I have only to add to the remarks of last year that indications of progress continue to be pretty general. I would also emphasize the necessity for care and patience in the initiatory stages. Even if the apparent progress were not for some time so great, very much would be gained were due pains taken to guard against those faults to which I have frequently adverted, and which all the teaching of subsequent years often fails to eradicate. There has been a great advance no doubt in this respect, but some managers, and even some teachers, are slow to believe that it is wholly unwise to set the youngest member of the staff—a young pupil-teacher or monitor—to teach the youngest children."

Mr. Waddell:—

Standard subjects.

"In the recent past when we wished to compare the proficiency of the standard subjects from year to year, our first step was to note any rise or fall in the per-centage of individual passes. This test, at the rate of three branches to each of six standards, furnished a total of 18 items all admitting of variation. A sweeping simplification has now been introduced, whereby these 18 items are abruptly reduced to two, which consist in the oscillations of the merit grants awarded to the two divisions of the schools. What the tendency of these grants is will be gathered from the appended table, last year's figures being in brackets.

"Departments earning highest grant,	junior division	44	(40),	senior	15	(17)
„	„	second	„	„	97	(93)	„	82	(67)
„	„	lowest	„	„	11	(21)	„	34	(50)
	Total departments	„	„	152	(154)	„	131	(134)

"The fall in the totals is explained by the fact that five schools were twice examined last year. Setting this detail aside, it will be observed that an upward tendency in the results is clearly marked. This comes out at once from the great reduction in the number of cases in which the lowest award has been assigned.

Merit certificate.

"The culminating point of the strictly standard branches is now the merit certificate. It has been already said that 119 candidates from 23 schools presented themselves. Of these 75 passed; and it may be proper to explain the interpretation which has been put upon the conditions of a pass, and the character of the tests applied, so far as the three ordinary branches are concerned. It has been assumed that the certificate is to be awarded for a distinctly high or honours pass in the subjects prescribed for Standard VI., with some revision of past work. It has further been assumed that the tests are to be as practical as possible, and that business-like promptness and attention enter throughout as an element in the decision. The tests are as follows:—reading from a paper or unseen books; writing smartly to dictation from a newspaper; writing on note-paper, enclosing and addressing a letter on a given subject; working a Standard VI. card with a bill or practice sum added; and finally working mentally a series of small calculations,

putting down the answers and summing them as a bill. Importance is attached to the mental arithmetic, both because of its value, and in the hope that the teaching of it throughout the school may be influenced by this examination. It is quite understood that, while a certain discretion according to circumstances is reserved in fixing the point of pass and failure, there will, on the one hand, be no certificate for 'half marks,' while, on the other, positive backwardness in any branch will prove fatal. The successful competitor must be distinctly good in all branches, and considerably more than good in several. Thus, while the subjects are not allowed to exceed the limits laid down for the highest of the ordinary standards, the examination cannot be described as 'the 6th Standard over again.' Whether this certificate will finally be the means of retaining at school pupils who would otherwise leave early, is a matter which the future alone can decide. Other expedients have been tried to raise the standard of effort among indifferent children, or to reach the necessitous who are not also the gifted, and they have not had precisely the effect designed. Bursaries, unless given by patronage, rarely go to the poor of modest parts. When given by competition they at once gravitate towards the class who can best prepare for the ordeal. In the same way merit certificates have hitherto gone, and must always tend in part to go, to pupils who are willing to remain at school without any such inducements, and whose parents desire for them everything short of a regular secondary education. One good this new departure certainly has effected. Some years ago I had occasion to note with great regret the tendency which seemed to prevail of throwing aside the ordinary branches, as soon as, or even before, the 6th Standard was passed, in favour of two, or at most three, higher branches, which did not in themselves represent a year's work. Now, thus far, every candidate for the merit certificate has been an ex-6th pupil; and it is certain that each of them must have been carefully and intelligently taken over the standard ground once more, with an eye to this examination. That is itself a gain. And if, as seems inevitable, some fresh conception of 'higher education' should soon arise, to take its place on equal terms with the old, this examination will prove the natural starting point for the new curriculum."

Mr. Harvey:—

"There is little doubt that the methodical teaching of writing fostered by the Code has produced good results. Absolutely slovenly and careless penmanship, such as used to disfigure many exercises in elementary schools, is now rarely to be met with.

"Of course in the case of pupils whose hands are roughened by manual labour a certain amount of crampedness is unavoidable; still, virtually every child, who leaves school at the regulation period, has acquired the art of writing with fair correctness and legibility. Suitable attention is, in almost all cases, paid in my district to the subject. Writing on copy-books is, as a rule, introduced at an earlier stage than formerly. This is a step in the right direction. Writing with pencils on slates is apt to unfit the hand for holding the pen, and possibly it would be advisable to restrict slate writing within very narrow limits. Slate copper-plate is often succeeded by paper hieroglyphics.

Arithmetic. "There is no falling off in the results obtained in arithmetic in all the Standards except VI. The last printed cards seem to have proved too difficult for a large number of pupils in VI. and even in ex-VI. Some teachers complain that the fault lies in the cards. One or two of the cards are possibly a little stiffer than those formerly printed, but the fault does not really lie in the cards but in the fact that teachers have, in some cases, stereotyped their method of instruction too much on the model of former sums, and their pupils have thus been unable to grapple with questions slightly varied in construction. There is proof here, too, of the immaturity of the scholars. A boy of twelve years of age has great difficulty in grasping an arithmetical problem presented in an unaccustomed form. If the pupils would extend their school life for two years they would make greatly accelerated progress during this later period.

Reading. "In reading there is unmistakably an improvement since the early days of the Code. The elements of expression, modulation, and correct tone are

carefully attended to, and one is often surprised at the good results obtained in the junior classes. It is true that these results are to a great extent mere parrot-like imitation—reproduction of the model set to the pupils; still a good habit of reading is formed, and in the higher standards, when intelligence is more mature, the good effects of the earlier training are clearly perceptible. It is no uncommon thing to find scholars in VI. and ex-VI. able to read previously unseen newspapers correctly and so as to be readily intelligible to their audience. Scholars in V. (those especially who are eager to leave school) often make a much less satisfactory appearance. The early promise of the junior stage has withered away, and a dull hesitating utterly lifeless naming of words is all that is left. There is, indeed, always a residuum in Standard V., Code failures or semi-failures. Dulness of intellect, inattention, irregularity of attendance, or adverse home influences make it a hard task for even the most zealous teacher to pilot this 'awkward squad' through the narrow pass of Standard V. Unfortunately, too, this residuum is drawn, as a rule, from the very classes for whose benefit the elaborate net-work of the Code was constructed. With surprising rapidity such scholars divest themselves of the information laboriously crammed into their heads during the last two years of their school life. Their attainments do not, as a rule, sink below those of a Standard III. pupil. Even this is something to be thankful for, as 20 years ago the children of the poorer classes in towns, and in some at least of the rural parishes, were growing up absolutely devoid of school education.

Composition.

"Composition is showing some signs of improvement. Usually the average in this subject is rather low, and but little change can be noted in it from year to year, but progress has certainly been made since my last report. The exercises show a wide range of merit, from excellent to very bad. Composition is perhaps the best test both of good teaching and of general intelligence in the elementary school. The backward, irregular or ill-taught scholar signally fails to write out an intelligent copy of a story of ordinary difficulty. So long as school attendance remains what it is, there will be a never-failing crop of these imperfect productions, but, when the teachers have fair play, the results they obtain from pupils (eleven or even ten years of age) are surprisingly good. As has been often said the great secret of getting satisfactory composition in V. is to thoroughly drill the pupils from the earliest standards in the formation of sentences both orally and in writing. The greater elasticity in methods of instruction allowed by the New Code seems to have had a beneficial effect on composition."

Mr. Fraser:—

Infant departments.

"The tendency to send children to school at an earlier age than formerly still continues, though there is no reason to believe that a marked increase has taken place in the relative proportion of pupils below and above five years. From this reservation I except R.C. schools, in which, so far as my observation goes, the number of decidedly young children in attendance is very great. In all or almost all the schools of this denomination, the poor and neglected class bulks more largely than in board schools, but in spite of this fact the arrangements made by the managers for securing regularity of attendance are not unfrequently attended with conspicuous success. The voice of religious persuasion superadded to the categorical imperative of the attendance officer produces marvellous effects.

Elementary subjects.

"In some schools the exigencies of space necessitate the advancement of children into Standard I. sooner than in others, and a corresponding allowance has to be made for the degree of progress attained by the highest infant class in the three elementary subjects. This is chiefly the case in regard to reading. On the whole this subject, though varying to a considerable extent in different schools, shows to good advantage. In an increasing number of infant departments, once the mechanical difficulties of combining letters into words have been overcome, recourse is had to books composed of simple and interesting stories, and nowhere is reading more intelligent and correct than under teachers who avail themselves of resources of this kind. In regard to writing care is taken that it should be taught in the infant room on the system that

prevails in the standards, and uniformity of slope, proper spacing of letters and distinctness of character call for frequent comment. A similar remark applies to the formation of figures. In arithmetic the profession made in some infant schools extends almost as far as what s prescribed in the Code for Standard I., and even when it ostensibly falls far hort of that standard, the essential quality of the work done is much superior to what often passes for addition in the higher class. A boy that is able to add a single line of figures with rapidity is really more advanced than another who can add three lines of figures correctly if only he is allowed his own time for the performance. A showy profession in this subject is not accepted as a compensation for the lack of power to add a few numbers without having recourse to mechanical expedients. Whatever the profession in arithmetic is, the fundamental thing to be observed is that the instruction should be conducted on correct lines, and that it should be thorough as far as it goes.

Rapid summation.

Object lessons.

"Due provision is made in the infant school for the training of the senses by means of object lessons. It is quite possible to have too many of these as well as too few. A surfeit of minute explanations of common objects is not good for any human being. Excessive repetition of the same heads, the same divisions, and the same inferences has a benumbing effect on the intelligence. The skeleton which binds together the ideas composing the object lesson should be as simple as possible, and the questions put to the class should not always take the same form. Orderly exposition should be interwoven with questions that excite admiration and surprise.

Recreative work.

"A large part of the teaching of the infant department continues to take its form from the desire to enliven and diversify the purely intellectual routine. I am unable to point to any striking novelty that has been introduced in the course of the past year, but no hesitation is felt in reporting favourably of almost all work of this kind. The idea that the minds of the children should receive a bias towards education is the prevailing one at this stage, though the substantial benefits conferred by Kindergarten occupations and by musical drill are not to be despised.

Reading.

Faults.

"Expressive reading includes correctness, fluency, natural intonation and due regard for the nature of the subject matter. In other words it should be natural, intelligent, and animated. The continuous run of staccato sounds, which is the highest product of the art of reading in the infant departments of so many country schools and of some town schools as well, is apt to recur in Standards I. and II. Not unfrequently also, the habit of pausing deliberately at arbitrary intervals or of commencing in a high key and continuing the same note till the end of a whole paragraph, tends to persist in the upper classes of the school. Other faults are over-precision in the pronounciation of final syllables and that glib rapidity of utterance which indicates little more than mechanical expertness. These strictures apart, the production of good reading holds an important place in all well-conducted schools.

Writing.

The Civil Service style spreading.

"Reference was made last year to the gradual revolution that has been taking place in regard to the method of forming and joining the letters. The old copper-plate caligraphy with its somewhat exaggerated slope is rapidly disappearing, and a new fashion has come in, 'with evident intention to stay.' The Civil Service style of writing in one or other of its forms is ousting all others, and it must be acknowledged that the change has been attended with most beneficial results. The writing of a class is now much more uniform and legible than it used to be. The ungainly scrawl is in many schools delightfully rare, and it is questionable whether on the whole the writing of the Glasgow schools was ever so good as it is at present. True, one hears occasionally dissatisfaction expressed regarding the character of the penmanship of pupils turned out by the schools, but these are probably exceptional cases, for which the system of instruction can hardly be held responsible. No doubt when a pupil has left the standards, and is applying himself to special studies, his writing is not so careful as it used to be, but my experience of examination papers does not bear out anything approaching a general deterioration in this subject, and anyhow the gain in neatness, clearness, and distinctness that has followed the adoption of the new system, wherever it has had a fair trial, is not open to dispute.

"A good deal of preliminary training in composition is now done in the standards below V. In our best schools the instruction proceeds on a systematic plan, the work of one standard being resumed and amplified in the one immediately succeeding it. The practice of answering questions by means of short sentences shows itself even in the infant department, though it is not by any means widespread. It is a practice, I think, which can quite well be cultivated to excess, imparting, as it may do, a stiffness and formality to lessons which should be a delight, and so curbing with unnecessary restraint the freeness and spontaneity of child-life. I have therefore been rather chary of insisting too strongly on it at this period, and have contented myself with recommending it as an occasional variation. It is perhaps hardly advisable to begin set lessons on composition till Standard I., and even here such educational formulas as *ne quid nimis* and 'one thing at a time' should be carefully borne in mind. Slovenly answering of questions ought, of course, to receive prompt correction at all times and at all stages. The dictation exercise in Standard II. affords opportunities for calling attention to the various uses of the capital letter, with which the children have become to some extent familiar in the transcription lessons of Standard I. In Standard II. also short sentences are made, illustrative of the qualities and actions of common things; and in Standard III. this exercise is further extended by the reconstruction of short stories which have been read out by the teacher, and the main facts of which have been taken down by the scholars on their slates. Analysis is now taught alongside of composition, and the next important step is reached in Standard IV., where the interlinking of sentences by means of conjunctions is brought prominently into view. All the results of the previous work are gathered up in Standard V., in which large use is made of the reading lesson for composition purposes. This is followed up by blackboard exercises on the written work done by members of the class, the vicious use of relatives, prepositions and participles, illegitimate ellipsis in sentences and the like being subjected to the criticism of the pupils themselves. The programme of Standard VI. includes careful revision of the earlier exercises, and special lessons on the paragraph. The leading aim of the teacher in Standard V. is to obtain a readable reproduction of a story. The teacher in Standard VI., therefore, begins where the other stops, with simple reproduction; and a considerable time is occupied in furnishing the pupils with materials for the construction of a short essay and its proper arrangement. An attempt is made to get part of this aid from the pupils, and the amount of assistance rendered by the teacher is gradually lessened. Progress in this subject, perhaps more than in any other, depends on the intellectual atmosphere of the home life.

Composition.

A systematic plan of lessons.

"In the earlier stages of arithmetic it is still necessary to draw the attention of teachers to the fact that the accuracy of the general results is not appreciably affected by increased rapidity of working. The important thing is the continuous inculcation of rational methods, and for this the head master is mainly responsible. It is his duty to see the end from the beginning, and to ensure that the work of one teacher is fitly prepared for by the work of another. Solidarity of instruction is a guiding rule in awarding the excellent grant.

Arithmetic.

Solidarity of instruction.

"The paper work of the standards above II. shows—what *a priori* might be expected—that in general the per-centage of sums worked correctly is highest in Standard III. and lowest in Standards V. and VI. In the higher standards the number of questions that involve practical applications of the rules of arithmetic rather than mere illustrations of them is greater than in Standard III., and the intellectual dexterity needful for the solution of such problems does not increase in proportion to the lapse of years. Adequate attention is given to mental arithmetic in all but the weakest schools. It ought to be regarded as an essential part of the general work done in arithmetic, not only on account of its intrinsic value, but also on account of its close relation to the quality of the written work. In blackboard demonstrations it should be brought into requisition in cases where results or partial results can be brought out independently of written figures. In some schools a definite portion of time is allotted each day to the solution of simple sums without the aid of the slate."

Mental arithmetic.

Class Subjects.

The following table exhibits the total number of schools in which the respective class subjects were taken up, and indicates the direction and general quality of the instruction:—

Name.	Number of Departments				Approximate Per-centage of Number of Departments		
	Paid at			Total Number examined.	Paid at		
	2s.	1s.	0.		2s.	1s.	0.
English	895	134	5	1,034	86·5	13·	·5
Geography	893	120	7	1,020	87·5	11·8	·7
History	821	127	12	960	85·5	13·2	1·3
Elementary Science	14	3	0	17	82·4	17·6	—
Needlework	22	1	0	23	95·7	4·3	—
Totals	2,645	385	24	3,054	86·6	12·6	·8

Class subjects.

English is all but universal, and geography treads on its heels. History, though somewhat less popular and more liable to displacement, still holds its ground. Having specially adverted last year to the importance and suitability of this subject, I need only draw attention to Mr. Bathgate's sensible remarks. I concur with him in saying that it would be a great misfortune if the subject of history disappeared from the curriculum.

Elementary science.

Elementary science, notwithstanding the frequent advocacy of its claims, makes but little headway. The subject has had a fair trial, and the meagre results of a series of years demonstrate the hopelessness of running it alongside of more attractive rivals. We should doubtless have plenty of science, if the subject were placed on the same privileged footing as needlework, which is usually taken, not as a class, but as a general subject. In any case we should achieve more by attempting less. The instruction requires simplification and should partake rather of the nature of graduated object lessons. An ambitious programme bewilders immature intellects: it is like putting out the fire by heaping coals on.

The tabulated results reveal a close approximation in almost every detail with those of last year, but it is pleasing to observe that the difference so far as regards the quality of the instruction is uniformly on the right side. The general character of the teaching, as judged by the classified awards, reaches a very satisfactory level, and does not call for much detailed criticism.

Recitation.

Recitation is almost always given with perfect accuracy, and in the majority of cases with good elocutionary effect. The pieces might sometimes be better chosen and their scope more intelligently explained. Children who can give the meaning of words and phrases readily enough often lack facility in expressing in their own words the sense and bearing of a passage.

Grammar.

Grammar receives its full share of attention, and in skilful hands is always a valuable intellectual exercise. Analysis, as now divested of its cumbrous nomenclature, is in most cases satisfactory in itself, but its principles might be turned to more account as an aid to composition.

There is plenty of the analytic, but not enough of the synthetic. Deftness in separating the parts of a complex sentence is frequently accompanied with inability to fashion sentences on the same model in actual composition. Another point to which attention may be drawn is the rather common neglect of word-building, an exercise not only interesting in itself, but helpful towards the development of intelligence as well as the enlargement of vocabulary.

Geography. The teaching of geography is not only for the most part satisfactory but steadily improving, and in the majority of cases the higher award is earned with ease. There is in general a liberal supply of maps, diagrams, and other kinds of apparatus. Prominence is given to topography, but in a much less mechanical fashion than formerly. A blackboard is often set apart for the geography lesson, and the teacher fills in step by step and day by day the several places and features of the country or part of the world on the study of which the class is engaged. Several schools have a nucleus of a museum, consisting of specimens of raw and manufactured products both native and foreign.

History. History shares in the general progress. The biographical or personal element properly predominates in the earlier standards, and higher up the subject is, on the whole, sensibly taught. It is becoming not a mere collection of facts in sequence, but a more or less intelligent review of events traced to their determining causes. There is also growing evidence of a keener interest in newspaper records of matters of general moment.

Practical cookery. Practical cookery makes headway, and in all properly organised schools may be said to be a regular part of the instruction. Domestic economy, which embraces the theory of cookery without its practice, has correspondingly declined.

Laundry work. Manual training. Laundry work and manual training are engaging increased attention, and there is every promise of a material development in both directions.

Mr. Bathgate:—

Elementary science. "Few changes have taken place during the year in the class subjects professed in the schools. Two additional schools in my district have taken elementary science, and the teaching has generally been spirited and intelligent. There seems to be a preference for the inorganic side of science, either because chemistry is a favourite subject of study for the teachers, or because experimental demonstrations can be made more interesting to the scholars than descriptions of plants or animals with or without illustrations. These reasons have a certain weight; but it seems to me that in some cases the experiments take longer time than can conveniently be given, and presume a larger amount of general knowledge than pupils in the highest standards possess. The elementary science that is possible in the elementary school can only be a series of object lessons classified on scientific principles. It cannot be a combined system of chemistry, physiology, and botany.

Teaching of history. "When elementary science has been professed, history has been studied in the reading books of each class, and has thus far received adequate attention. It would, I believe, be a great misfortune if the subject of history disappeared from the curriculum, and I do not at all share the opinion that it is unsuitable for teaching in the elementary school. Most people in looking back on their own school days can recall the interest they felt in the history even of the school book; and wherever I have seen the subject handled with spirit and insight by an elementary teacher, I have found the scholars interested. It is true that the complicated social and political conditions from which history is evolved cannot be made intelligible to children. But if the personal element in history, stirring events, and great epochs are made duly prominent, the subject becomes highly stimulative to the imagination and the memory, faculties which are specially active in the time of youth. Some knowledge of history is indeed a necessary part of the citizen's education. It will prevent

him from forgetting that he is a member of one of the great competitive races of mankind, and from thinking that the only interest of the citizen is a favourable division of industrial profits. Recent travellers in Australia tell us that there history has been banished from the elementary school, and that as a consequence all feeling of race seems to have died out in large portions of that continent. We cannot afford such a decay of national feeling in the mother country.

"Systematic manual instruction has been given in only two schools in the district. One of these is the Preston St. Public School in Glasgow. This school, however, accommodates 304 pupils in 10 classes drawn from seven schools. Three of the schools therefore supply two classes numbering from 30 to 35 in each. The object of the instruction is to show the principles underlying handicraft in wood. Each class gets a lesson of two hours once a week. All the exercises are executed from full-size drawings made by the boys. Instruction is given during the first year in the use of the saw, the plane, and the chisel. For the second year more advanced work in carpentry is prescribed, such as making mortise and tenon, dovetail and other joints. A good beginning seems to have been made, but a further report may be postponed till the scheme has been longer in operation.

Manual instruction.

"The other school, the Buchanan Institution in Glasgow, is an interesting case. It has been conducted for many years as a school, partly for the Code, and partly for industrial work. The boys are of the poorest class and are practically day-boarders supported by an endowment. At present the boys in the 6th Standard have 4¾ hours daily of Code work; their manual work goes on for 2 hours a-day with occasional hours before breakfast. Those in the 5th Standard have 4 hours 10 minutes of Code work, and 1 hour 40 minutes of industrial work daily. The manual work is mainly carpentry. Lessons are given on the management of tools, and on the growth and kinds of wood. Exercises are drawn to scale, and are the invariable preliminary to work arranged according to the requirements of the Science and Art Department, such as sawing, planing, mortising, dovetailing, chamfering, &c. Last year the award of excellent was obtained from that Department. In former years a great deal of tailoring has also been done. The special feature of the school is the combination of so large an amount of manual work, producing great quantities of articles that command a ready sale, with the ordinary work of the Code. The combination has certainly on the whole been successful. The boys have been active and interested in both departments of their work, and a remarkable number of them have made their way to respectable and comfortable positions in life. No doubt for boys intended for commercial pursuits a greater concentration of work on the Code subjects would be advisable."

Dr. Smith:—

"Geography and history now go together in many reading books. It would be convenient if in the combination the geography lesson could have a little bearing on the history lesson preceding or following it. The natural characteristics of a country so largely affect its political destiny that a clearer notion of the one might be gained by a simultaneous explanation of the other. It would be desirable also that history, as it is continually becoming longer, should likewise become more modern. The date of the landing of Julius Cæsar on the shores of Britain is of infinitely less importance to the children of our day than the date of the passing of the Reform Bill; and in some aspects the present century, though less picturesque than 'the stirring days of yore,' is the most instructive of any in our record; yet, perhaps, less is known of it by the average pupil in a national school than any other. It is to be wished, too, that social history could be more largely mingled with political history,—the growth of industries with the fate of dynasties. The victories of peace, however, are less catching to the youthful imagination than those of war, and I fear that in the future, as in the past, I shall find six children who know the date of the battle of Blenheim for one who can tell me anything of the struggle for free trade. In geography a suitable importance is given to the native land, and great verbal readiness is shown in answering questions, but considerable slackness in naming places on the map.

"No subject has been taken up with more eagerness in our evening schools than cookery. The number of pupils in each class being limited to 24, it has

been found necessary in several schools to form two classes. The majority of the pupils are young women who are of an age to appreciate the instruction to the full, and are more likely to practise at home what they have seen done in the school than younger girls would be. In some of the smaller schools the teachers have to work under some disadvantages as to equipment, but for the sake of the pupils this is not altogether to be regretted. The latter are more likely to be convinced of the possibilities of home cookery when they see what can be done with one or two pots on an open fire than when they have to emulate the results obtained with a gas-stove where any degree of heat can be steadily maintained, and an elaborate array of utensils. The intention of the Old Monkland School Board to form a school of cookery at Coatbridge should, in my opinion, have results of some importance in spreading a knowledge of cookery throughout the whole county. I think it eminently desirable that all female teachers should be trained in cookery. If they were it would be possible to have a cookery class in every school, whereas now it is not possible, on the score of either economy or convenience, to send special teachers to small and remote places. Moreover, women trained in teaching and dealing with pupils with whom they were familiar, would make better instructors than those who have learned merely to cook, while cookery, becoming part of the routine work of the school, would fall naturally into its place."

Mr. Boyd:—

"The class subjects continue to be, on the whole, well taught, but geography and history in the 1st and 2nd Standards are apt to be taught in a dry and technical way, and without proper regard to the tender age of the scholars. I have heard, for instance, lessons to these young classes in which they were laboriously taught that the earth is an oblate spheroid, and made to commit to memory the lengths of the polar and equatorial diameters; and even where much more judgment is shown, the way in which the orange, with great emphasis on its flat ends, is insisted upon as the true representation of the earth's form, conveys to these children quite an erroneous impression. In history, also, a dull chronicle of events, without anything to stir the imagination, deprives the subject of real interest. I do not imply that this state of matters is at all general, but I should like to be able to report that it does not exist."

Mr. Marshall:—

"English is by far the most important of the class subjects, and yet it receives less study than history and geography. The poetry is often got up in six or seven weeks, and then neglected till the last quarter of the school year. The lessons in Standards I. and II. are nearly always taken from the reading book; in the middle and upper standards the place of the reading book is often taken by a special poetry book—not so much because of the superiority of its contents as because it is thought to cover the field better and to give all that is needed for teaching purposes. The weak point in the choice of the poetry is that there is no attempt made to group the works so as to give a representation of what is human and interesting. Detached poems on such subjects as the Cuckoo and the Pet Lamb serve for verbal study, but genuine culture requires an exhibition of the different spheres of life to broaden the sympathies and extend the circle of ideas. In large works the same defect obtains. Two or three stanzas from the 'Lady of the Lake' or selections from 'Julius Cæsar' are given, but only the trained teacher knows how to make the study valuable by giving a detailed analysis of the whole work, showing both the characters represented and the scenes illustrated. The large poems used to be taken up when English was a specific subject, and in those days much better work was done. The intention of the fifth schedule is specific, and the graduation over all the six school years implies a systematic course. There is one element in English that is too much neglected—I mean idiomatic speaking. The tendency to answer in monosyllables instead of sentences does not aid accurate thinking, and, when a scholar is forced to speak in rounded sentences, he often shows false phrases and crude idioms. The reason is that in the highest instruction the teacher confines himself to slavish catechising on the matter of the reading lesson and allows the scholar to use the very words of the book. The pupil does not make the matter his own—the major part

English.

remains undigested—and if the element of regular dialogue between teacher and scholar is not fully utilised, there is no store of fresh ideas or new results added, and the result is that, without a book to refer to, the most of the scholars are unable to reproduce the simplest thoughts, much less to do anything independently for themselves. The composition exercise is a weighty instrument, but the speaking is more easily applied, is more living and more stimulating to spontaneous work. Reading, speaking, and writing are the three great factors in the acquisition of English; they are not equipollent, but, if any one be neglected, the culture will be one-sided and inharmonious.

Geography.

"Geography trains to habits of observation more than any other class subject. In the two lower classes too much is done by way of definition, whilst the child should be taught to use his eyes more, and describe natural objects. The river, the hill, the valley, the lake, would be much more lastingly impressed on the child's imagination and memory were he encouraged to mark and group the parts and offices of these objects as seen in his own district. Too many teachers despatch a hill with no character but a top, a side, and a bottom; they say nothing about the different kinds of hills, their forms, and their functions, and they are equally ready to slump the qualities of a river into banks, bed, source, and mouth, without regard to its specific character of navigability, draining, winding, &c.; they even leave the scholars with the false notion that all rivers and all hills are identical in their main outlines and proper functions. More might be done to illustrate the geographical forms either by maps, or the blackboard, or models. The study of the mother country in Standard III. is generally successful, although there is not sufficient discrimination of what is essential. The Clyde receives no more attention than the Ayr, and the county of Orkney is treated as fully as Lanarkshire. Capes and bays are committed to memory without illustration, and are regarded as important as firths and peninsulas. Islands do not command more respect than moors or isthmuses, and Strathmore is not described more adequately than Nithsdale. Glasgow and Edinburgh are not more fully characterised than Dumfries and Kilmarnock, and the Scotch industries—such as shipbuilding, iron founding, tweed making—do not receive the specific attention that their greatness and worth require. No doubt the mere topography does not bulk so largely as it did, but even yet there is too little weight laid on the physical elements. In the IV. the field is much wider, and the topography is so great that naturally it must be limited to what is important. The use of maps is much more universal, and the geographical readers are generally well illustrated, although they do not show the *relief*. The scholars show considerable power in describing districts and counties, and this is no easy matter. One may conclude that the work has been adequately mastered, when pupils can describe fully the course of the Severn, or the county of Caernarvon, or the Yorkshire ridings, or the south coast of Ireland. There is a great temptation to get up too many figures, *e.g.*, the length of the Dee, or the population of Cork,—although it must not be forgotten that detail relating to what is great is necessary. Comparative geography is very valuable, and the scholars can readily be taught to examine, group, and compare. The scholars readily see how Scotland differs from Ireland in respect of hills and plains; how the English hill-system differs from the Welsh; they grasp the importance of the British firths, and the central situation of London compared with that of St. Petersburg. The geography in V. and VI. is of mixed quality. Europe is difficult to overtake, and the facts given are often crude and uninteresting. On the physical side the mountains are not readily understood; the Alps, in particular, are incomprehensible—most scholars know neither centre, nor beginning, nor end. Their height is all that is known. The river systems are known more intelligently—chiefly, however, the Rhine, Danube, and Volga. The political element receives more study, and you will get good facts respecting Paris, Vienna, Berlin, St. Petersburg, Rome, &c. The industries receive considerable attention, but the knowledge is, on the whole, general, and often one sided. The colonies form a large field, and they can be known only relatively. The great countries, such as India, Australia, Canada, are studied to good advantage, particularly in departmental schools.

History.

"History does not stand on the same footing as geography, for the data of geography can be verified by observation, but the facts of history appeal

mainly to the reason and memory. The epochs chosen are properly Scotch in the lower section, but it surely collides with the principle of historical development to stick to the War of Independence and the Reformation periods. In the middle classes the two characters chosen are mainly Bruce and Mary. It seems a mistake to take two isolated personages who can not be grouped. In the upper section the Hanoverian period is studied to some advantage particularly the Georgian section. The Victorian period does not come to much, the Indian Mutiny and the Crimean War being mostly detached for special consideration. History is a valuable training, when details are avoided and only great facts considered. The character of the Georges compared with the Jameses; the battles of Napoleon contrasted with those of Marlborough and the like, are easily traced, and stimulate to genuine thinking."

Mr. Harvey :—

"Three class subjects, English (including repetition, grammar, and intelligence), geography and history are professed in the great majority of the schools in South Ayr and Wigtown. History remains much in the same state as formerly. Repetition is very variable in merit; sometimes the recitation is correct and spirited, and the meaning of the piece well grasped; in too many schools, however, there is evidence of perfunctory and slipshod teaching of repetition. Geography and grammar both receive suitable attention."

Mr. Fraser :—

English.

The recitation of a typical country school.

"In the average country school recitation of poetry is generally a mediocre performance. The prevailing tone is monotonous. The jog-trot of the normal verse accents, especially in the Iambic tetrameters of Sir Walter Scott, is allowed to overcome all considerations of sense and variety. The smaller prepositions and conjunctions are sometimes pronounced with an emphasis that verges on the ridiculous.

Choice of poetry.

"In selecting materials for repetition the teacher is sometimes met by the pecuniary difficulty, the reading book used in the class presenting but little that reaches a high standard of merit, and the pupils being unable or unwilling to purchase what publishers offer to them in a separate form. The consequence is that the labours of a whole session may be devoted to the exegesis of verses that might indeed shed lustre on the poetry corner of the provincial newspaper, but can have no appreciable effect on the intellect or the imagination.

Grammar "beyond the Code."

"The grammatical examination sometimes makes use of matter supplied by the poetry lesson, but more frequently the reading lesson or isolated sentences are utilised in the same way. There is a tendency in some schools, at least in Standards II. and III., to profess more than the Code requirements. And as a general rule knowledge that is a little in advance of the *minimum* is rather to be commended. But if I may be allowed the expression, the Code requirements are 'exceeding broad.' They may be fulfilled in the letter or in the spirit. I object, therefore, to a profession that is in advance of the standard requirements so far as the letter merely is concerned, a profession that has taken no account of the possibilities of awakening the intelligence that lie within the prescribed limits of instruction. It is quite unnecessary to profess parsing in Standard II. or even in Standard III., considering the amount of intellectual training that can be got from the apparently simple discrimination of noun and verb, and subject, predicate, and object. It is far better that the scholar should at this stage be able to form or extend sentences with the material at his disposal, than that he should be introduced prematurely to the time-honoured minutiæ of parsing. Much the same kind of remark might be made in regard to the upper standards, where grammar is on the whole well taught; the lore of the subject should be kept in subordination to its higher function of disciplining and stimulating the intelligence. A good deal of random answering in oral examination can be accounted for by the over anxiety of the teacher to obtain an immediate proof of the results of his teaching. He does not distinguish between answers that are valueless without the exercise of thought, and answers that merely reproduce the instruction that he imparts. Mere facts, which depend for their acquisition on the ordinary laws of association, ought doubtless to be reproduced with promptitude and accuracy, but

Different kinds of questions.

there are questions which require reflection before they are answered, and unless the reflective process takes place, the value of grammar as a mental discipline is lost.

History. "History is taught mainly on the old lines. The usual stories are met with in Standards I. and II. Coloured pictures serve to make these interesting and attractive, and the wonder is that they are not adopted in a larger number of schools. Robert the Bruce and Mary Queen of Scots hold the field in Standard III. To abolish them would lead to an outcry against the Anglicising of our national life, and yet one feels that the materials of the history book as they are conveyed to the minds of the learners have frequently a jading effect. This is especially the case when the story of Scottish independence has already been partially taken up in Standards I. and II. In one school where the children had been questioned day after day on the well known events of Bruce's life in preparation for the coming examination, the teacher being confronted with a good deal of spiritless answering, asked her pupils why they were so dull. One little girl replied, 'Please, ma'am, we're sick of it.' Tedium of this kind is no doubt more or less characteristic of the work of other standards—and, indeed, of all work—and the teacher's own training and good sense ought to suggest a remedy for it.

"I do not think that because all children do not find history interesting, that is a reason for dropping it out of the curriculum. On the same principle many other subjects of instruction would also have to go. It is too late to postpone a knowledge of the main facts of our island story till the adult period. As somebody has remarked, 'A people that takes no pride in its past is not likely to have a future to be proud of.'

"I find geography as well taught as ever, and wish here merely to emphasise the importance of teaching it by utilising its connecting points with life and history. A good part of one's own geography is derived from reading and travel.

Elementary science. "Elementary science was taken last year as a class subject in Washington Street and Petershill Public Schools, Glasgow, and provision has been made for teaching it in several other city schools. In Standards I. and II. the

Syllabus. instruction consists of object lessons. In Standard III. a tabular view is given of the three natural kingdoms and their characteristics. Attention is then directed to the various classes of animals (illustrated by types), the main organs of the plant and their functions, the different kinds of matter and their properties. In Standard IV. the work of the previous standard is recapitulated and extended. The work of Standards V. and VI. is mainly physical and chemical. I am not sure that too much may not be attempted in the more advanced stages. An enthusiast is apt to forget that he is addressing children

Aims. and not students at a university. I gladly bear witness, however, to the aims of the teachers, which include not merely the cultivation of habits of observation and accuracy, but training in the process of inductive reasoning. I was particularly struck by a lesson on heat given to Standard V. by the headmaster of Washington Street School. I noticed the pains he took to make the pupils reconstruct the principal laws of heat from the experiments performed in their presence, and I could see from the questions which I afterwards put on some of the practical applications of what he had been saying that the lesson had been well assimilated by a fair proportion of the class.

Apparatus. "The apparatus necessary for teaching purposes has been supplied by the school board with no niggardly hand. In Petershill School, each teacher is supplied with a cyclostyled copy of the list of pictures, diagrams, preserved specimens, chemicals, tools, &c., kept in his own room and in those of others, and may thus be expected to be intimately acquainted with all the articles available for his lessons.

Cooking. "A Glasgow school without cookery is an anomaly. The subject is evidently a most popular one, and girls take to it as naturally as at an earlier age they take to doll-dressing and other things that foreshadow domestic occupations. In one school which I visited, an additional practical lesson was given daily to different members of the class, the subject being no other than a luncheon of at least two courses for the teachers. I have unfortunately

had no opportunity of witnessing the laundry work done in the Glasgow schools, but I can testify to the amplitude of the provision made for teaching it. The School Board of Glasgow, always on the look out for what is new and beneficial, have also instituted a course of free lessons in swimming, for which, of course, they receive no grant of public money. These lessons are given in the Corporation Baths, and are restricted to scholars of the VIth and Ex-VIth Standards who attend school regularly and receive their parents' permission to accept them." Laundry work. Swimming.

Music.

The following grants were paid under Art. 19 A (2):—

	No. of Schools paid at the Rate of		
	1*s.*	6*d.*	0.
Older pupils - - -	832	168	4
Infants - - - -	129	4	0
Totals - - -	961	172	4

Singing is almost always professed, and singing by notes is steadily supplanting singing by ear. The tonic sol-fa method is usually adopted, and in many cases the senior classes are also taught the staff-notation, which is indispensable to the general study of music. In Glasgow, where the instruction is entrusted to a skilful body of visiting masters, excellent results are obtained all round. Songs are sung with great precision and good tone, and praiseworthy readiness is shown in answering ear and other tests.

Mr. Marshall:—

"Pestalozzi has the credit of introducing singing to the school. We owe him a great debt, for without singing school work would be wearisome. There is only one school where there is no music, and, whilst we cannot well make it obligatory, some shift should be made to give the scholars at least ear singing. The singing continues to improve, and the scholars attack a new piece with manifest spirit and pluck. There is, perhaps, room for more colouring—the scholars are apt to sing everything much alike even where the notation shows the different shades. The element of tone is well cultivated, except, perhaps, the six-pulse measure, in which only the good schools succeed. There is no difficulty in getting singing at sight in passages in three or four-pulse time, but where the time is broken into halves and quarters or in chromatic passages, the exercise is trying and demands precision and tact. The singing of two-part music at sight is very often correctly done at the first attempt, and nearly always at the third attempt. In some cases the teacher sings with the pupils, but when they are left to themselves, only the good scholars will stand the test. The school songs are not always chosen with discretion. The Scotch element is not neglected, and the 'Bonnie Banks of Loch Lomond,' 'Hail to the Chief,' 'Gin I were a Baron's Heir,' and other national melodies are often tastefully rendered." Singing.

Needlework.

Needlework continues to receive the special attention of the Glasgow board, and is elsewhere, as a rule, well taught. In Glasgow the in-

struction is encouraged and stimulated by the prospect of prizes, which are awarded at the date of the inspection in the proportion of one to ten in each standard. The prizes consist of articles which will be useful to girls. All the industrial material required in the different schools is supplied by the board, and the scholars are asked to pay for it at the price paid by the board. This arrangement has now been in operation for two years, and has worked well. The material is provided at the beginning of the school year, and the girls make it into garments. It is one of the regulations that all the scholars in each standard should make the same garments.

Organisation and Discipline.

The following table shows the grants paid under this head :—

	No. of Schools paid at the Rate of		
	1*s.* 6*d.*	1*s.*	0.
Older pupils - - -	772	263	1
Infants - - - -	112	23	
Totals - - -	884	286	1

Mr. Bathgate :—

"The school board of Glasgow are making very satisfactory progress in classifying and grading their schools. They have now set apart five schools in which secondary departments are to be provided. In 16 schools instruction is to be given for one year beyond the standards. Of the remaining schools the great majority are restricted to the six standards; but in cases where there is less than an average of 12 scholars secured for the 6th Standard the school is to have only five standards. The schools are thus divided into four classes. I hope that before long these classes may be reduced to three by the addition of the sixth to the compulsory standards. Such a classification would correspond more or less closely with that, which is common in Germany, of elementary, higher elementary, and secondary schools.

"I must testify to a very high general standard of discipline within the walls of the schoolroom. The scholars are not only under very good control, but show a ready and obliging disposition in things connected with their work. It would be well if such habits were extended beyond the school to the playground, the streets, and the homes of the scholars. I occasionally receive complaints of rude behaviour to strangers in the streets, and I should like to see the scholars in playgrounds show deference to strangers by stopping their gambols to let them pass and by other similar acts of courtesy. There is no doubt that the motive of all graceful manners, the desire to please, requires to be much more cultivated in our Scottish youth."

Mr. Harvey :—

"The principal factors in appraising discipline are attention, intelligence, prompt obedience, honest and active work. Quietness (while school exercises are being wrought) is, of course, indispensable, but absolute funereal silence is hardly to be expected, especially in infant departments. Organisation occasionally suffers from almost unavoidable deficiencies in staff and premises; in such cases leniency in awarding the grant is advisable. It is gratifying to record that in very few cases have I detected copying or unfair assistance of any kind. The teachers seem to be fully alive to their duty in repressing dishonesty on the part of the pupils."

Mr. Waddell:—

"So far as class arrangements are concerned there is almost nothing to chronicle except the growing fulness of junior classes. What the statistics of age in these classes now may be, I have not considered in detail; but incidentally I was led to notice the matter in several cases. I found that in the following accidental group of infant classes the pupils whose ages ran from seven (completed) to ten, or even to thirteen, were represented by the figures in brackets, 118 (83), 29 (18), 121 (46), 122 (65), 196 (83), 266 (96). It thus appears that in these schools what would, up to a recent date, have ranked as a considerable Standard I., with scattered representatives of Standards II. and III., has now been absorbed into the sphere of infant instruction, while another Standard I. exists side by side with it. I am not to be understood as questioning the propriety of this classification. Teachers are free in the matter, and no doubt the great majority of them act from the most conscientious motives. At the same time, if we have in this gronping an evidence that Scottish education is now reverting to a better basis than it possessed a year or two ago, we have also a proof that it is becoming less arduous as a profession and less heroic in its aims. And should it happen five years hence that half the junior departments in the country have gradually risen to the highest grade of merit, we must pause before citing that circumstance as testifying to an advance in educational efficiency."

Specific Subjects.

The specific subjects are shown in the Appendix in detailed form for each district of the division, but the subjoined table gives the aggregate presentation, and exhibits at a glance the extent to which the respective subjects have been taken up. To facilitate comparison alike as regards progress and direction the figures for the preceding year are placed alongside:—

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Shorthand.	Animal Physiology.	Mechanics.	Physical Geography.	Electricity and Magnetism.	Book-keeping.	Botany.	Navigation.	Gaelic.	Chemistry.
1892-3 -	5,577	4,340	126	9,444	838	2,565	8,752	967	371	111	0	94	500	8	94	187	40
1891-2 -	5,171	4,636	193	8,925	935	2,274	8,940	556	604	59	57	248	360	2	161	204	—
Increase	406	—	23	519	—	291	—	411	—	52	—	—	140	6	—	—	40
Decrease	—	296	—	—	97	—	188	—	233	—	57	154	—	—	67	17	—

French, which now heads the list, is for the most part satisfactory as regards accidence and translation, but, except in schools in which a specially qualified teacher is employed, leaves room for improvement in respect of pronounciation and conversational practice. In schools in which it falls into the hands of a chance member of the staff, it is mostly taught as a dead rather than a living language, and occasionally with an accent the teacher has picked up at his own fireside. French.

German, which, I regret, is receding, continues to be more satisfactory all round, for the reason that it is seldom taken up, unless the teacher has learnt it abroad or otherwise made it a special study. German.

Latin. Latin, though showing a perceptible decrease, is too firmly established to lose its traditional hold. It is generally well taught, and is always

Greek. worth itself as a mental discipline. Greek, though registering a temporary advance, is almost bound to disappear owing to recent changes in the university curriculum.

Mathematics. The rise in mathematics is a hopeful sign. There must be mathematics, if science is to have any backbone. Algebra has benefited by the simplification of the initiatory steps and the laudable efforts of teachers to give the first stage examinees a foretaste of the applied use of the subject. Euclid is, as a rule, creditably correct as regards the bookwork, and in schools where the instruction is intelligent and supplemented with plentiful exercises, riders, if not always successfully worked, are always eagerly attempted.

Agriculture. Agriculture is not only well represented, but shows, as last year, a distinct upward tendency. It is one of the subjects which the county councils are anxious to strengthen and extend.

Shorthand. Book-keeping. Navigation. Gaelic. Animal physiology. Of the new subjects in which schemes of instruction were submitted and approved, shorthand contributes 967 examinees and book-keeping 500, as compared respectively with 556 and 360 last year. Navigation and Gaelic on further trial have proved less attractive. Animal physiology, which at one time dominated the specific instruction, is still represented, but only as the decaying survival of a past order of things.

Mr. Boyd :—

"It is gratifying to notice that while such subjects as book-keeping, shorthand, and navigation are being introduced into schools, mathematics and languages hold their own or more. The presentations in mathematics have risen during this last year from 986 to 1,111, of which 97 were in the third stage. French, taken in 71 schools, has risen from 1,683 to 1,726, and though Latin shows this year, a slight decrease, it was taken in 84 schools by 1,049 scholars, 140 of whom were examined in the third stage. Greek was professed in 12 and German in 10 schools by 42 and 182 scholars respectively.

"The subject of agriculture is gradually finding its way into the country schools, 32 having taken it up last year. There is a further decrease in the number of girls taking domestic economy, chiefly accounted for, it seems, by the growing numbers receiving instruction in practical cookery.

"Gaelic does not seem to grow in favour as a specific subject, having been confined to 11 schools and 166 scholars. Gaelic reading, however, is taught in a considerable number of schools in Argyll in connection with the scheme of the Highland Educational Trust.

"It is, of course, much too soon to anticipate the results of the Secondary Education Schemes, now being inaugurated under the county committees, but there are already indications of more system and definite purpose being brought to bear on the teaching of higher subjects."

Mr. Waddell :—

Specific subjects. "During the year there have been 2,412 presentations in specific subjects, which represents an increase of about a hundred upon last year's figures. In this total seven subjects have all their stages included, three have two, and three one. While shorthand, book-keeping, and other subjects appear in the case of several good schools, mathematics and Latin on the traditional side, and French, domestic economy, and agriculture on the modern side, form much the most popular branches. In some cases the work left upon the mind rather an impression of perfunctoriness. This would come out most in the oral examination of such a subject as Latin or French. In certain schools which might easily be named the character of the subjects deserves unqualified praise. Now that a fresh movement has been made in the direction of higher education it is natural to look at the specific branches partly in relation to that. We seem to be near the parting of the ways in this matter. The old Scottish conception of higher education was almost synonymous with univer-

sity education in its initial stages, and this tendency was further fostered by the circumstance that the teacher was in many cases a prospective clergyman. Such a teacher taught higher branches with praiseworthy zeal, but they were those alone which he had himself learned at college. The result has been that in Scotland higher education has long been summed up in the formula 'Latin, Greek, and Mathematics.' Gradually a race of pupils has sprung up which, while eager for an education in advance of the ordinary branches, has no thought of entering the professions, but looks forward to mercantile and industrial activity. A step was taken towards meeting the wants of such pupils when science subjects were introduced into Schedule IV. twenty years ago. But these subjects embodied merely the 'outlines' or 'elements' of the branches they represented, and no teacher required to spend a hard year's labour in preparing pupils for any examination which could be fairly justified by such a definition. The result was superficial rote work, and the subjects were withdrawn. But the principle which lies behind them cannot be withdrawn. Technical education has arisen since then. And we may rest assured that, supported by modern languages, book-keeping and similar branches, these science subjects will reassert themselves and claim more adequate recognition."

Mr. Harvey :—

"Special subjects are more and more concentrating themselves in the larger and better-staffed schools. This is as it should be. In towns such as Maybole, Girvan, &c., and in populous parishes, the general aim is to select one school to provide all the higher education that is required. In districts where the population is scattered the problem of secondary instruction is very difficult of solution. Of course no scheme of elementary education is complete which does not provide a ladder by which the child of even the poorest parents may have access to higher and university training. Such training lies within the reach of an able scholar, however poor, in the large towns, but in the country bursaries are few in number and small in amount." Special subjects.

Mr. Fraser :—

"The opening of the leaving certificate to pupils in elementary schools gave a new impetus to the teaching of the higher subjects. The distribution of a considerable share of the 'Equivalent Grant' among the same class of schools has led to considerable changes in organisation, at least in the city of Glasgow. In a specified number of central schools the teaching staff has been strengthened, and the results so far have been quite satisfactory. As an instance of what, I think, is a new departure in this connexion, I may mention that a French master divides his time between two schools, Woodside and Garnethill, his lessons being supplemented by those of the class teachers. The instruction begins in Standard IV., and is there purely oral. Easy English sentences are translated into French and back again from French into English, in response to the French master. In this way it is expected that the ears of the pupils will become accustomed to French sounds, and that their pronunciation later on will be much better than it has usually been. Standard V. pursues the work of IV. still further, and takes up grammar and the ordinary exercises of the first stage. The same principles of instruction regulate the teaching of the higher classes, that is to say, conversational drill is mainly the work of the visiting master and grammatical drill of the class teacher. I would suggest that at the earliest possible stage the latter as well as the former should ask grammatical and even explanatory questions in the words of the foreign language. This recommendation may be a little difficult to carry out at first, but due preparation and a little experience will soon impart the necessary accuracy and confidence." A new departure in Glasgow board schools.

Evening Schools.

I subjoin in tabular form the results obtained in the evening schools in my own district. They may be taken as typical of the kind of work done in evening schools generally, though, in view of the revised system of continuation schools, they are more a matter of historical than practical interest.

I.—Standard Subjects.

Standards.	Total Number examined.	Per-centage in Standards.	Per-centage passed in		
			Reading.	Writing.	Arithmetic.
III.	188	7·6	92·5	81·4	87·2
IV.	249	9·9	97·9	87·1	77·1
V.	900	36·1	99·1	87·2	81·9
VI.	1,157	46·4	99·3	96·2	75·8
Totals	2,494	—	98·5	90·5	78·6

II.—Specific Subjects.

No. of Schools in which taught.	Subject.		Stage 1.	Stage 2.	Stage 3.	Total.
18	Mathematics	No. presented	246	72	2	320
		Per-centage passed	82·3	89·7	50·	83·1
4	Latin	No. presented	35	9	3	47
		Per-centage passed	77·2	77·7	100·	87·2
2	Greek	No. presented	12	3	—	15
		Per-centage passed	100·	100·	—	100·
7	French	No. presented	103	31	17	151
		Per-centage passed	82·5	87·1	88·3	84·1
2	German	No. presented	22	5	3	30
		Per-centage passed	90·9	100·	100·	93·3
1	Agriculture	No. presented	14	8	—	22
		Per-centage passed	78·6	100·	—	86·3
4	Domestic Economy.	No. presented	8	—	84	92
		Per-centage passed	88·8	—	97·6	96·7
12	Shorthand	No. presented	335	79	1	415
		Per-centage passed	84·8	96·2	100·	86·9
14	Book-keeping	No. presented	239	25	—	264
		Per-centage passed	84·9	80·	—	84·4
1	Physiography	No. presented	18	—	—	18
		Per-centage passed	88·8	—	—	88·8

III.—Class Subjects.

No. of Schools in which taught.	Subject.	Number presented.	Per-centage passed.
3	English - - - - - -	41	85·3
21	Geography - - - -	1,067	79·
17	History - - - - -	975	82·4
19	Needlework - - - -	981	98·8
13	Cookery - - - - -	515	100·
1	Laundry work - - - -	26	100·

Mr. Bathgate:—

"During the past year there were 684 scholars presented for examination in the standards; and the per-centage of those presented respectively in Standards III., IV., V., and VI. was 4, 7, 27, 62. The corresponding numbers two years ago were: total, 650; per-centages, 2, 4, 27, 66. This shows a slight retrogression in the standard of presentation. There were 510 scholars presented beyond the standards.

"In specific and class subjects there have been 1,581 presentations, and 1,269 passes. The greatest proportion of passes has been made in English, mechanics, sewing, domestic economy, and cookery, subjects in which the requirements are either easy or specially definite. The work in geography, history, and shorthand has been on the whole successful. The classes in mathematics have done creditably, but the results vary much in different schools. French, German, and book-keeping are the least successful subjects, no doubt because they require more continuous exercise of intelligence and greater knowledge of detail than the other subjects."

Dr. Smith:—

"The new Evening School Code has occasioned the formation of a large number of evening schools regarding whose value it is not yet easy to speak definitely. Where they are really Continuation Schools they may prove valuable; where during a short session, with irregular attendance, they give mere elementary instruction, it it difficult to imagine their having much permanent influence on education. I recently visited one school where the 'infant' class consisted of full-grown men, some of them middle aged, who were trying to grasp the fact that g-o spelt 'go.' I was told that their children helped them with their home lessons. Naturally they were getting on faster than the pupils for whom the primer is usually meant, but I could not help doubting if before the session ended they would have learned enough to make reading anything but a penance to them. Several of them laboured under the disadvantage of being colliers, who, when on the 'night shift,' could not attend the school and thus fell behind in their studies. A higher intelligence and steadier persistence than we can hope to find, save in exceptional cases, is required to make any real or permanent progress in such circumstances.

"Where, however, the work done in the evening school is more advanced than that of the day school, and the boys and girls can be persuaded to come before they have forgotten habits of study, they may prove very useful. I have seen very good work done in such schools in mathematics and modern languages, while drawing has in some schools reached a very high standard. Many schools are including in their curriculum a modicum of manual

training, which is perhaps of a higher practical value than any other to a large number of the pupils. Boys who leave school with the habit of using their hands, and their eyes and intelligence to guide these, are likely to develop into better artisans than those whose training has been purely intellectual; and while admitting fully the need in a fundamental intellectual education it would be foolish to ignore, especially for such a community as ours, the greater desirability of an education which leads the way to the life-work. It is probable that this is one reason—though novelty and the touch of mystery attaching to even the best-known cryptogram are doubtless not to be ignored—for the popularity of shorthand as an evening school subject. I do not, for my own part, attach any special value to it as taught in our schools. Stenography is one of the things which, if done at all, should be done well. It is slowly learnt and easily forgotten, and constant practice is needed to keep up the speed in which consists its superiority over ordinary writing. One or two lessons a week may lay the foundation of a practical knowledge of shorthand for those who care to continue studying it, but they cannot be said of themselves to give that practical knowledge which alone is commercially valuable.

"In one or two subjects it might be desired that a clearer definition of their meaning should be given. 'The Life and Duties of a Citizen' may be described in many ways, according to the bias of the teacher, and the very importance of giving the electorate of the future a true notion of their duties and responsibilities makes it the more important that the subject should not be taught in such a way as to develop political or other prejudices and preconceptions."

Mr. Boyd:—

"The new Evening Continuation School Code has given a great impulse to evening schools, and in the few I have yet had time to visit I have been pleased with the heartiness of the work. The abolition of the individual examination which used to deter many, as well as the removal of the age limit, has brought out a number of young men and women whom I have found earnestly endeavouring to keep up and extend their early education. I notice that in most cases ordinary school reading books are wisely discarded, a volume of some standard author taking their place.

"Not a few school-board members are taking a laudable interest in these schools, but an advance in this matter is highly desirable. In order to the full organisation of the evening school system, boards must take fully in hand matters which are at present left to the inclination or convenience of individual teachers, determine the subjects to be taught, and, in towns, how they are to be distributed over a group of schools, fix the period during which the schools are to be open, and pay the teachers a fixed sum for their services."

I have the honour to be, &c.

R. Ogilvie.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

Name of Subject.		District No. 7. (Mr. Waddell.)				District No. 8. (Dr. Ogilvie.)				District No. 9. (Mr. Bathgate.)				District No. 10. (Dr. Smith.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	286	86	27	399	1,327	327	53	1,707	454	102	9	565	448	115	13	576
	Per-centage passed	71·3	93·	88·8	77·2	86·	92·7	96·2	87·4	81·4	77·4	100	86·2	91·	93·9	100	91·8
2. Latin	No. presented	162	72	21	255	561	221	90	872	133	29	1	163	417	274	106	797
	Per-centage passed	62·3	63·8	85·7	64·7	83·6	86·9	92·2	85·3	65·6	30·9	100	65·5	95·9	96·3	96·2	96·1
3. Greek	No. presented	—	2	—	2	12	3	—	15	—	—	—	—	2	1	3	6
	Per-centage passed	—	100	—	100	100	100	—	100	—	—	—	—	100	100	100	100
4. French	No. presented	322	83	36	441	1,799	633	221	2,653	502	146	35	683	1,086	269	122	1,477
	Per-centage passed	70·8	91·56	86·1	75·9	84·6	87·	98·2	86·3	74·1	76·3	70·2	73·5	88·1	95·1	81·1	88·8
5. German	No. presented	11	4	—	15	217	46	8	271	34	10	—	44	52	7	2	61
	Per-centage passed	100	100	—	100	91·2	97·8	100	92·9	92·8	100	—	96·4	100	57·1	50·	93·4
6. Agriculture	No. presented	198	63	75	336	163	81	28	272	113	49	34	196	169	121	157	447
	Per-centage passed	86·8	82·5	73·3	83·0	86·5	86·4	85·7	86·4	95·5	97·9	85·2	92·8	91·1	94·2	98·7	94·6
7. Domestic Economy	No. presented	398	162	102	662	771	388	264	1,423	234	181	60	475	737	630	396	1,763
	Per-centage passed	85·4	83·3	93·1	86·1	91·4	96·1	91·6	92·	86·4	93·6	80·5	86·8	89·5	96·9	95·7	93·5
8. Shorthand	No. presented	46	14	1	61	212	5	—	217	53	2	—	55	104	31	1	136
	Per-centage passed	97·8	92·8	100	96·6	88·2	100	—	88·4	89·4	100	—	94·7	78·8	100	100	83·8
9. Animal Physiology	No. presented	60	—	5	65	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	95·	—	100	95·4	—	—	—	—	—	—	—	—	—	—	—	—
10. Mechanics	No. presented	—	—	—	—	26	10	3	39	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	100	100	100	100	—	—	—	—	—	—	—	—
11. Magnetism & Electricity	No. presented	26	28	27	81	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	100	100	100	100	—	—	—	—	—	—	—	—	—	—	—	—
12. Book-keeping	No. presented	70	12	5	87	20	—	—	20	72	—	—	72	—	—	—	—
	Per-centage passed	70·	83·3	100	73·5	100	—	—	100	72·2	—	—	72·2	—	—	—	—
13. Botany	No. presented	8	—	—	8	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	75·	—	—	75·	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	7	7	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	42·8	42·8	—	—	—	—	—	—	—	—
15. Gaelic	No. presented	—	—	—	—	10	11	—	21	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	80·	81·8	—	80·9	—	—	—	—	—	—	—	—
16. Chemistry	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Appendix—*continued.*

Name of Subject.		District No. 11. (Mr. Marshall.)				District No. 12. (Mr. Harvey.)				District No. 13. (Mr. Jolly.)				District No. 14. (Mr. Boyd.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	334	112	25	471	187	47	16	250	389	99	10	498	781	233	97	1,111
	Per-centage passed	81·4	92·8	92	84·7	77·5	76·6	75·	77·2	85·3	93·9	100	87·3	83·9	82·8	85·6	83·8
2. Latin	No. presented	191	88	28	307	137	60	44	241	414	174	68	656	638	271	140	1,049
	Per-centage passed	87·4	84·	85·7	86·3	88·3	96·7	88·6	90·5	83·5	82·7	89·7	84·	81·7	84·1	77·1	81·7
3. Greek	No. presented	8	2	1	11	—	3	—	3	31	10	6	47	29	9	4	42
	Per-centage passed	100	100	100	100	—	100	—	100	90·3	100	100	93·6	82·7	77·8	100	83·3
4. French	No. presented	261	109	19	389	158	75	45	278	950	527	220	1,797	1,092	435	199	1,726
	Per-centage passed	83·5	88·	94·7	85·3	89·2	85·3	77·8	86·3	89·2	88·	90·	84·	81·4	86·9	84·4	83·1
5. German	No. presented	16	8	1	25	16	13	3	32	138	51	19	208	130	39	13	182
	Per-centage passed	100	100	100	100	93·7	92·3	100	93·8	93·4	82·3	94·7	90·8	92·3	100	100	94·5
6. Agriculture	No. presented	150	84	95	329	150	52	74	276	119	84	94	297	184	74	154	412
	Per-centage passed	91·3	80·9	84·2	86·6	64·7	69·2	85·1	71·4	78·9	95·2	89·3	86·9	80·9	70·3	85·1	80·6
7. Domestic Economy	No. presented	282	230	56	568	282	175	75	532	627	523	403	1,553	874	563	339	1,776
	Per-centage passed	90·	88·6	96·4	90·1	78·	78·9	89·3	79·9	82·9	87·9	95·	87·7	73·7	82·4	81·1	77·9
8. Shorthand	No. presented	64	25	—	89	14	3	—	17	175	37	—	212	148	28	4	180
	Per-centage passed	100	92·	—	97·7	100	100	—	100	85·7	97·3	—	87·7	91·9	85·7	100	91·1
9. Animal Physiology	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	125	103	78	306
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	86·4	98·1	93·6	92·2
10. Mechanics	No. presented	—	—	—	—	—	—	—	—	27	18	—	45	22	5	—	27
	Per-centage passed	—	—	—	—	—	—	—	—	88·8	77·7	—	84·4	81·8	100	—	85·2
11. Magnetism & Electricity	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	13	—	13
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	61·5	—	61·5
12. Book-keeping.	No. presented	8	—	—	8	—	1	—	1	5	—	—	5	144	162	1	307
	Per-centage passed	100	—	—	100	—	100	—	100	80·	—	—	80·	75·7	87·	100	81·8
13. Botany	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	39	47	1	87
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	38·5	91·5	100	67·8
15. Gaelic	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	99	38	29	166
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	81·8	84·2	89·6	83·7
16. Chemistry	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	40	—	—	40
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	67·5	—	—	67·5

EDUCATION (SCOTLAND).

NORTHERN DIVISION.

GENERAL REPORT FOR THE YEAR 1893,

BY

T. A. STEWART, Esq., M.A., LL.D.,

ONE OF HER MAJESTY'S CHIEF INSPECTORS.

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

[C.—7414.-II.]

General Report, *for the Year* 1893, *by* T. A. Stewart, Esq., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Northern Division *of* Scotland.

My Lords, Aberdeen, January, 1894.

I have the honour to present my report on the Northern Division of Scotland.

The limits of the division and the number and disposition of the staff continue as before. Of the schools in my own district I reported on 111, Mr. Whyte on 129, Mr. Welsh on 32, and Mr. Munro on 70. Mr. Welsh inspected in addition 45 schools for Mr. Robertson and 19 for Mr. Lobban. Besides my visits to elementary schools I inspected the following institutions:—Aberdeen Gordon's College, Girls' High School, Grammar School (elementary department), the Schools for the Blind and the Deaf and Dumb, Tain Academy, and Inverness Royal Academy (Latin, Greek, French, and German classes). I also sent help to Mr. Calder, and examined myself some of Mr. Macleod's important schools during the illness of these colleagues. The same unfortunate circumstance rendered it necessary for me to preside at the opening meetings of the county committees in Forfar, Elgin, and Nairn. The meetings of the Aberdeen Burgh and county committees and the Kincardine county committee have absorbed a large portion of my time and attention. Our schemes fortunately have now been formulated and sanctioned by my Lords, and promise to work smoothly and fairly, and with benefit to all concerned.

Statistics of work done.

I.—School Supply.

Most of my colleagues give details of enlargements and additions to existing school buildings, which they specify in their reports to me. It is quite evident that a great deal remains to be done both at Dundee and Aberdeen. Mr. Calder supplies ample information regarding the former. As for the City of Aberdeen, although the present board have made strenuous efforts to cope with the legacy of arrears left them by some of their predecessors, it must be reluctantly confessed that the supply is at least two years behind date. The following is a description of the situation. At Albion Street School new playgrounds and offices have been furnished. The board seek to acquire additional ground at the back of the school for the purpose of reconstruction or enlargement of the premises. Causewayend School has been doubled in size, and is expected to relieve the pressure at King Street and Skene Square Schools. A large new school is to be erected at Broomhill to relieve pressure at Ruthrieston and Holburn Street Schools. At Porthill School the playgrounds are to be improved, new accesses supplied, and a room added to the infant department. At Marywell Street School a class-

Much yet to be done at Aberdeen and Dundee.

City of Aberdeen.

The present situation.

room has been added and the infant room enlarged. Two large new schools are urgently required, the one on some site between Marywell Street and Torry, where the overcrowding is very serious; the other at Kittybrewster to provide for the neighbouring portions of Aberdeen and Woodside.

Important structural improvements are being carried out in the Grammar School. The Girls' High School has now been completed and opened. The internal furnishings are models of excellence.

Halls not to be longer tolerated.

Temporary halls are still in use to accommodate the overflow from St. Paul Street and Northfield Schools. These are in every way most undesirable and cannot longer be tolerated. Northfield and Westfield Schools are quite behind the times. The buildings should cease to be used for educational purposes, and a new school, to accommodate the pupils taught in both, should be erected in the neighbourhood of the Grammar School. The board have resolved to concentrate the ex.-VI. pupils in the buildings formerly occupied by the girls now attending the Girls' High School. In this case these buildings will require reconstruction and repairs.

Concentration of ex-VI. pupils.

County of Aberdeen.

In the County of Aberdeen there is not much to report. As for the schools mentioned in my last Blue Book report, Leylodge has been handed over to the school board, who have made the best of it. Improvements have been made at Aberarder. Udny Green is in process of reconstruction, and Dr. Bell's, Old Aberdeen, remains as it was. The best course in my opinion in regard to this school would be, after the amalgamation of the districts, to discontinue the use of the building, and also of Old Aberdeen Public School, another very inferior and unsuitable erection, and to build a large new school behind the present Old Aberdeen Public School (where there is ample and open space), of a sufficient size to hold the children attending both the schools referred to. This school might also be used as a practising school for students attending the education classes at the University. New schools are about to be erected at Kincardine O'Neil and Glentanar.

Suggestion.

Kincardineshire.

Secondary school buildings.

In Kincardineshire an excellently equipped and appointed secondary school, called the Mackie Academy, has been built and opened at Stonehaven. The Banchory Ternan Board have provided a secondary department by a very suitable internal reconstruction of the Central School, and the Laurencekirk Board are about to build a separate classroom for secondary work, and to carry out several structural improvements in their public school. The following school buildings must be condemned:—Maryculter Boys, Honeynook, Bank, and Bulwark, as no longer furnishing accommodation that meets the requirements of the Code.

II.—Attendance.

It is unnecessary that I should say much on this subject on the present occasion, for two reasons, first, that it was very fully dealt with by me last year; and second, that the statistics for this year are useless owing to the operation of Article 10. The application of this article is a great boon to the schools in cases of closure owing to epidemics, but is regrettable in cases of arrears. It has been my invariable experience that the omission of the annual inspection is in every way a loss to the school. Inspection, on right lines, is a tonic, stimulating, invigorating, and in every way wholesome.

Art. 10 vitiates statistics.

Annual inspection a tonic.

Two of my colleagues, I regret to say, were laid aside for one or two months by serious illness, and in consequence many of their schools

failed to be inspected. Some of Mr. Andrew's large schools received grants under Article 10, owing to epidemics, and Mr. Lobban, even with adventitious help from Mr. Robertson and myself, had to leave 17 schools unvisited.

The increase of serious epidemics.

I desire to draw attention to a very serious aspect of the question of attendance. During the last five years epidemics among children have been much more prevalent than formerly. Also the country schools have been found, in many cases, to be incapable of containing the children of the neighbourhood, and have had to be enlarged. Now there does not seem to be an obvious, yet I fear there is a very real connexion between these two circumstances. The country population has not increased but rather diminished, being drained by the centripetal attractions of the towns, and yet the children attending school are more numerous than ever before. The explanation seems to be that large numbers of the poorest class of children, many of them living in *insanitary* homes, are filling up the schools. The attraction of free education brings them in. The most scrupulous care in regard to sanitation, not only in offices but in the thorough cleansing of all school-rooms, and in the prompt removal of all dust which probably contains germs of disease, and causes half the mischief, cannot too strongly be insisted on. Some months ago I printed a circular in which I spoke very plainly regarding the neglect of school offices, &c., and sent copies to all the school boards in my district, and to my colleagues in the Northern Division. Mr. Macleod, Her Majesty's Inspector, sent copies to each of his school boards, and I have had several communications from boards expressing their willingness to adopt some or all of my suggestions.

Possible explanation. Insanitary homes.

Circular sent round.

Mr. Robertson contributes a valuable statement as to the importance of sanitation in relation to attendance, which will amply repay perusal.

Mr. Robertson on sanitation.

Mr. Lobban complains that children, whose parents trust to the leniency of the boards, are too apt to leave school just before completing the age of exemption and before reaching the required standard. Mr. Muir also draws attention to this practice.

SUMMARY OF NORTHERN DIVISION, 1893.

No. of District.	Name of District.	Number present at Inspection.	Number in Average Attendance.	Number examined in and under Standard III.	Number examined in Standards IV. to VI.	Number examined in Ex-VI.
1	South Forfar	33,609	29,503·5	23,318	9,315	754
2	North Forfar, &c.	15,532	13,652	10,170	4,653	276
3	Banff, &c.	15,938	13,353	10,480	4,606	813
4	Aberdeen, &c.	54,179	47,744·3	36,442	15,782	1,837
5	Caithness, &c.	14,481	12,172	9,365	4,234	802
6	Elgin, &c.	8,430	7,346·2	5,421	2,552	474
	Inverness, &c.	18,660	14,619	12,562	5,111	806
	1893. Totals	160,809	138,395	107,758	46,253	5,762
	1892. Totals	160,332	136,157	107,477	46,129	5,729
	1891. Totals	167,030	141,286	99,799	51,771	5,659

Results and Per-centages.

While the statistics, for the reasons already stated, give no aid in the estimate of increase or decrease of presentation, some interesting information may be gained by comparing the relative recommendation of grants, which, however, to be a trustworthy account, must carry with it the assumption that the schools, which failed to be inspected, would have received similar awards.

Discrepancies in results too great.

I find still great discrepancies in the per-centages of pupils earning the various grants. Unless there is some peculiarity about a district, such as remoteness, sparseness of population, and smallness of schools, the returns should approximate to the average per-centage, and neither rise nor fall very far above or below it.

The	Aberdeen	district	includes Kincardine.
„	North Forfar	„	„ Shetland.
„	Banff	„	„ Orkney.
„	Elgin	„	„ Nairn and Wester Ross.
„	Caithness	„	„ Sutherland and Ross (mainland).
„	Inverness	„	„ The Lewis (Ross).

Discipline.

As regards discipline, for instance, Aberdeen, North Forfar, and Inverness recommend 1*s.* 6*d.* to 78 per cent. of the schools:—

Banff recommends 1*s.* 6*d.* to	74·8 per cent.
South Forfar, 1*s.* 6*d.* to -	59·2 per cent.
Elgin, 1*s.* 6*d.* to - -	55·3 per cent.
Caithness, 1*s.* 6*d.* to -	52·3 per cent.

Here we have a difference of 19 per cent. between the two divisions of the same county. Possibly the prevalence of the half-time system in Dundee may so far explain the matter. Then Caithness and Inverness, which usually hunt in couples, are here wide apart.

Singing.

Taking singing next, I find that in—

South Forfar	the 1*s.* grant is	earned by	94·4	per cent.	of the schools.
North Forfar	„	„	50·7	„	„ „
Aberdeen	„	„	77·7	„	„ „
Banff	„	„	72·6	„	„ „
Elgin	„	„	42·5	„	„ „
Caithness	„	„	39·6	„	„ „
Inverness	„	„	38·6	„	„ „

In South Forfar the singing grant is never refused. All the other districts have cases of refusal.

Merit grant, lower section.

Next I take the merit grant, where, if anywhere, we should have as much uniformity as possible.

I. The lower section—Children in and under Standard III.:—

North Forfar	gives "excellent"	to	35	per cent.	of its schools.
Banff	„	„	23	„	„ „
South Forfar	„	„	21	„	„ „
Elgin	„	„	21	„	„ „
Aberdeen	„	„	20	„	„ „
Inverness	„	„	10·6	„	„ „
Caithness	„	„	3·4	„	„ „

The North Forfar award is undoubtedly excessive, as I said of last year's award; the Caithness award is possibly on the severe side.

II. The upper section.—Children in Standards IV., V., and VI. :— Upper section.

North Forfar gives "excellent" to	14	per cent.	of its schools.			
Banff	„	„	12·7	„	„	„
Aberdeen	„	„	6	„	„	„
South Forfar	„	„	6	„	„	„
Elgin	„	„	6	„	„	„
Caithness	„	„	2·7	„	„	„
Inverness	„	„	2·4	„	„	„

What is the remedy ? The natural remedy is that the Chief Inspector should have time to exercise his proper and principal function, namely, to visit the districts of his colleagues, and to take part with them in the inspection of some of their schools. This is the only way in which any approximation to a general standard of estimate can be secured. Conferences help, but they are few and far between. At present I find that little or no time can be spared for such visits, because, unless for six months at least, I devote five days a week to the labour of inspection the district would collapse. A large and increasing correspondence has also to be dealt with, and the administration of the working both of my own district and of the Northern Division engrosses a large portion of my thought and attention. The remedy.

The discrepancies in class subjects are not so glaring. North Forfar ceases to shine when we come to geography and history. The per-centages of the schools that earn the 2*s.* grant for English vary from 79 in Banff to 46 in Caithness. South Forfar, 77 ; North Forfar, 51. In geography the per-centages vary from 87 to 53—Banff again leading. South Forfar and Inverness, 75·6 ; North Forfar, 63·8. Here Inverness walks away from its friend Caithness, which scores only 58 per cent., and Elgin is at the foot of the list with 53 per cent. Elgin also stands lowest in the history list, 45·5, while Aberdeen tops it with 83 ; but this subject has been largely and wisely dropped in most of the schools in the Aberdeen district, and as it is usually well taught in the large schools with strong staffs, the high per-centage may in this way be accounted for. South Forfar scores 68·6 ; North Forfar, 67, a satisfactory approximation, and Caithness now turns the tables on Inverness by 68 as opposed to 63 in the case of the latter. Class subjects. English. Geography. History.

III.—Standard Subjects.

Reading is evidently on the upgrade. Little is now heard of the lugubrious monotone. Mr. Whyte complains of a tendency to mouth the words, and Mr. Muir of a proneness to shout. Some Inspectors do not attach much importance to expression and modulation, but there is surely a happy mean between bombastic intonation on the one hand, and the dolorousness of a foghorn on the other. Clear, audible, *pleasant*, and *natural* reading, with enough of expression and modulation to show that the child knows what the lesson means, would appear to be the goal that should be kept in view. The children read far too little. Instead of two school books with all the long words carefully excised, I should recommend half-a-dozen, to be provided of course gradually by the school board. A large proportion of the words will be the same in all the six, and only the new vocables have to be mastered, while the zest and freshness of turning over a new leaf will supply sufficient stimulus. A test by the use of unseen passages prudently selected should always accompany the ordinary reading lesson and examination. Reading improving. Too few reading books. Unseen passages.

In writing, the Civil Service system holds its ground well. A tendency to exaggeration in the early stages, and to make the letters perpendicular or to slope them slightly backwards, should be avoided. Writing. Civil service system.

When taught all along the line, as it should be, we have the product of shapely and legible script, which is a pleasure to read as well as to write.

Composition backward.

Composition is declared to be generally feeble, owing to the lack of vocabulary and imagination, and of disciplinary practice in the way of correctly formed sentences in the lower standards, where all agree the subject should begin.

Arithmetic. Some dissatisfaction.

In arithmetic I find a good deal of dissatisfaction with the work, especially in Standard VI. It must be remembered that this Standard has fallen on evil days. A 5th Standard of, say, 100 in a town school becomes next year a 6th Standard of, say, 50 at the beginning of the session, and dwindles away to 20 or 10 at the end. The pupils who have left, presumably the smarter ones, have fallen out of the ranks for appointments, and only the backward ones—the débris—remain, who are by no means fairly representative of what the Standard was to begin with. This state of affairs, which is not so pronounced in country schools, exists in them in proportionate degree, and tells somewhat severely, in the case of both classes of schools, on the estimate formed with a view to the recommendation of the merit grants. The proposal to assess each standard separately would lead to complication. Simplicity is rather the object to be aimed at. Mr. Whyte says that problems are solved more frequently than before, and that progress generally is slow but sure. He objects to cards as tests, and to the roundabout processes, and fears that the teaching is less from principles than from patterns. The objection to cards is that they are passed round by publishers and got up. We try to avoid such cram by taking as great a variety of cards to the schools as possible, so that very often no child in the school has the same card to work. *It would be well if we could dispense with cards altogether.* Mr. Andrew has some remarks on the subject which deserve attention. At present we are tied down in Standard V., in III. (when individual examination is desired), and in VI. in connexion with secondary education, but the experiment might be made where III. is not examined individually, and in Standard IV.

Standard VI. in evil plight.

Problems oftener solved.

Objections to test cards;

might be well to dispense with them altogether.

IV.—Classification.

Danger of undue promotion.

While Mr. Whyte dwells on the dangers of undue promotion, Mr. Andrew emphasizes the folly and drudgery of hammering at the same tasks all the year round, and suggests that dictation might be added to transcription, and composition to dictation. In both views there is an element of truth. While a teacher may allow a little overlapping so that Standard III. for instance, gets some initiation into the work of Standard IV., the main point is judicious classification on the basis of arithmetic. The demands of the Code are severe enough to ensure as much progress as is desirable in the case of children of tender years. The examiner to whom much seems easy, that is difficult enough to a child, appears to forget that the mind of the child is in the elementary stages of growth and development, and that cramming with facts simply produces mental indigestion. Any child of 8 to 13 (and 8 is a good average age for Standard I.) who overtakes *thoroughly* the work prescribed by the Code has done quite enough mental work for the year. If there is time over let it be filled up with exercise and amusement. The idea of always demanding *a little more* than is in the bond is to me a repulsive one. I would rather demand a little less and be assured that it is well done. It seems so like starting a willing horse with a regulation load, and then piling on bricks to see

The required work sufficient for children of tender years.

Over-pressure.

how many more he can carry. The feat may be accomplished, but the animal in both cases suffers injury and injustice. We are indignant when we see a horse struggling with an over-load, yet, strange to say, the human overburden excites little or no compassion.

V.—Class Subjects.

The relative success with which these have been taught, as far as statistics can show it, has already been catalogued.

English, unsuitable extracts.

The inanity in many cases of the passages selected for recitation has again and again been commented on. The recommendation of the lower grant or no grant at all would soon remedy this defect.

Geography, too many minutiæ.

Geography seems to be taught to the satisfaction of the examiners generally speaking. The multiplication of minutiæ is still noted. Some desire more physical geography and knowledge of maps and globes.

History.

History is generally allowed to be an unstimulative subject for young children. They get all the best of it in historical readers which are generally in use. Mr. Muir believes that history is a suitable subject for school children, but he appears to stand alone in holding this view.

Science makes progress.

Science is making some progress. Several of the large town schools are now taking it up, and in every case it has been found to excite the powers of observation and to develop the faculty of reasoning and reflection. The subject is taught in 8 schools in Aberdeen, 4 in Banff, 3 in South Forfar, and 2 in Inverness.

VI.—Specific Subjects.

Larger numbers in third stage.

There is an apparent increase in the presentations in secondary subjects which would have, doubtless, been greater had all the schools been inspected. A larger number than usual have taken the third stage, and the character of the instruction is generally very satisfactory. Navigation is improving in quality.

VII.—Infant Departments.

These go on their way rejoicing in the city of Aberdeen, and, day by day, lay the foundations of a superstructure to be afterwards completed. It would be well if similar methods and apparatus were found in our country schools, as Mr. Munro suggests, and a little more could certainly be done in the direction of apparatus, even if the funds do not admit of the strengthening of the staff and the improvement of the internal accommodation.

VIII.—Discipline.

Generally good.

Manners improved.

The per-centages range, in the case of the "excellent" grant, from 78 per cent. in Aberdeen, North Forfar, and Inverness, to 52·3 in Caithness. There is a falling off here since last year in Aberdeenshire, and a rise in North Forfar and Inverness. South Forfar awards the grant to 59·2 per cent. of its schools. The comments of Her Majesty's Inspectors are generally favourable. The development of the w ole subject of conduct and manners has made the work of inspection amuch more pleasant occupation than it used to be in some schools ome years ago, when the children had to be watched constantly, to prevent copying or collusion. This condition of affairs is now practically

The tawse too much used for trifling faults.

extinct. When I pay visits without notice I am surprised to find the tawse so much in evidence and sometimes even in actual operation. I have no doubt that the severity of former days is gone, but it would seem that there is an incessant smacking for small offences—misspellings, blunders in arithmetic, and the like. This is a wrong and foolish method. Mr. Munro refers to a more pleasing side of the subject.

A suggestion as regards organisation.

As regards organisation I would make the following suggestion. It is common in our large schools to find an assistant teaching the same standard (Standard I., or II., or III.) from year to year. This is division of labour gone mad. The teacher gains no experience beyond her own standard, and is thus less qualified for conducting the work of a school of her own than the country teacher who carries on all the classes and subjects herself, or with slight assistance. A rotation of teachers in the first two or three classes would be a healthy method. The same remark applies to pupil-teachers, who neither in town nor country should be confined to the work of one class. Mr. Welsh draws attention to this point.

Rotation of teachers.

IX.—Singing.

Better class of songs required.

Mr. Litster.

I have already commented on the per-centages in this subject. Mr. Munro and Mr. Welsh desire a better class of songs. This branch in some of our town schools reaches a very high level under Mr. Litster's teaching. It is usual to have a cantata sung by selected voices. The most striking results I have noted in a country school are found at Rickarton in Kincardineshire, where the children sing like mavises.

Rickarton School.

X.—Sewing.

Very satisfactory.

Sewing is taught as a class subject in 21 departments in South Forfar, in 13 in Aberdeen, nine in Banff and Inverness, three in North Forfar, one in Caithness, and none in Elgin. The work done is regarded as very satisfactory.

XI.—Cookery and Laundry Work.

Cookery and laundry work are reported on similarly.

XII.—Drill.

Physical drill of all sorts prevails in the town schools and in many country ones. The effects are wholesome to a degree.

XIII.—Pupil-teachers.

In Banffshire 58 per cent. get 60*s*. of bonus and 11·8 per cent. get no grant.

In North Forfar 44 per cent. get 60*s*. of bonus and 8 per cent. get no grant.

In Inverness 35 per cent. get 60*s*. of bonus and 47 per cent. get no grant.

In South Forfar 33 per cent. get 60*s*. of bonus and 16·7 per cent. get no grant.

In Aberdeen 31·7 per cent. get 60*s*. of bonus and 27·7 per cent. get no grant.

In Caithness 28 per cent. get 60*s*. of bonus and 31 per cent. get no grant.

In Elgin 27 per cent. get 60*s*. of bonus and 42 per cent. get no grant.

The general per-centage of 60*s*. grants has fallen from 45·8 last year to 35·7. This is very unsatisfactory, The large number who did not write even *fair* papers is appalling. No doubt the difficulty of the tests has been considerably increased with a view to raise the general level of attainment, and doubtless the country pupil-teacher is at a disadvantage in many ways, but this is no excuse for the low position taken in Aberdeenshire, when the city of Aberdeen is included, which alone employs a large contingent. The central system, the principle of which I expressed my approval of last year, has not yet been introduced. Mr. Whyte says pupil-teachers have too much teaching and too little training. Mr. Andrew and Mr. Muir write to the same purpose.

Very unsatisfactory results.

Too much teaching, too little training.

The pupil-teacher system, which is not indigenous, but an exotic "*grown in Holland*," has never flourished in the soil of this country nor adapted itself to the needs of our schools. It is a compromise at best, and, like other compromises, while it does not provoke active hostility it affords entire satisfaction to nobody.

The system an alien one.

XIV.—Merit Certificate.

An increasing number of schools are presenting pupils for this distinction. If domestic economy were removed from the list of subjects the examination for the merit certificate might take the place of the examination for bursaries under the schemes of the county committees, but as domestic economy is not a secondary subject it would seem improper to follow this course at present.

Numbers increasing.

XV.—Evening Continuation Schools.

The very remarkable response made to the institution of these has caused some not unreasonable speculation. Is the enthusiasm purely educational, and will it last? Time will answer these questions. One thing I distinctly disapprove of is this, that day-school teachers should resume school work in the evenings. They should have the evenings to themselves for rest, recreation, and any necessary work, such as the correction of exercises or the preparation of the lessons for the following day. If it is the money inducement that influences them, this would seem to show that their salaries as day teachers are inadequate when they are willing to work *overtime* to supplement them.

An objection.

The school board of Aberdeen two years ago started a system of evening schools with a wide programme of subjects similar to those included in the new Continuation School Code. The experiment has been a very decided success, and the numbers in attendance have risen from one to over two thousand. The teachers are not confined to the assistants in the day schools, but include many outsiders who are specially qualified to conduct the teaching of the subjects they profess.

Aberdeen evening schools

Mr. Craigie and Mr. Topping have, at my request, handed me reports of the evening schools examined during the year, from which it will be seen that very solid and gratifying progress is manifest all along the line.

XVI.—Secondary Education.

The great event of the year has been the formation of the burgh and county committees for the purpose of drawing up schemes for the allocation of the money available for secondary education.

Mr. Andrew and Mr. Robertson give details regarding their districts.

Schemes in Aberdeen and Kincardineshire.

In the Aberdeen Burgh Scheme two slump sums of 1,000*l.* and one of 800*l.* have been given to our three large secondary burgh schools.

In the county scheme slump sums of 150*l.* are to be assigned to three secondary schools (or schools with secondary departments), and the rest of the money is to be expended on capitation grants and a bursary scheme.

In Kincardineshire slump sums of 400*l.*, 200*l.*, and 150*l.* are given to the Mackie Academy Stonehaven, the Secondary Department, Laurencekirk, and the Secondary Department, Banchory. The remaining portion of the money is to be spent in small scholarships to enable pupils to attend some approved central school.

XVII.—Institutions for the Education of the Blind and the Deaf and Dumb.

The introduction of drill has improved the physique of the pupils attending both of these institutions, and the instruction given in hand-and-eye work, music, &c., has quickened the faculties of the inmates and reacted most favourably on the ordinary branches of study. This is most satisfactory. The managers of the Deaf and Dumb Institution are building a gymnasium for the use of the scholars, and are making several other important improvements.

In very satisfactory condition.

XVIII.—Miscellaneous.

Savings banks, libraries, museums.

School savings banks, libraries, and museums are fairly represented in the north.

Mr. Macleod sends me a valuable disquisition on the cultivation of the memory, for which I regret I have no room. He insists on the importance of the intelligent training of the faculty. He also dilates on the correct appreciation of the meaning of the unit as a necessary feature in teaching vulgar fractions.

Technical education.

Mr. Robertson refers to technical education in Ross and Inverness.

Health lectures.

Mr. Calder draws attention to the importance of a proper system of ventilation, and refers to workshops and health lectures. Mr. Munro urges the importance of intelligent explanation of the reading lesson This is, no doubt, desirable, but intelligence can be trained and tested in any subject or lesson whatever, and I fear also that the *pabulum* supplied in well-thumbed reading books has already been exhausted, if it ever was there.

I have placed at the end Mr. Welsh's notes on the schools inspected by him in Mr. Robertson's district, as it seems convenient to have his interesting report to Mr. Robertson almost in its entirety, rather than to break it up among the other contributions, and this all the more because the island portion of the district is under Mr. Robertson's special charge as Acting Chief Inspector. Mr. Welsh's notes.

I may add that the selections from the reports of Her Majesty's Inspectors have been arranged in the order in which the subjects are treated in my report. I have again the pleasure of expressing my grateful acknowledgment of the able and hearty assistance that has been invariably rendered me by my colleagues.

I have the honour to be, &c.

T. A. Stewart.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

I.—School Supply.

Mr. Macleod :—

"The chief fault in accommodation, and it is a serious one, is the smallness of many of the class-rooms. Considerable additions have this year been made to Anderson's Free School, Elgin. The extension of this school will afford school space for relieving the pressure being felt in the West End School, and to a less extent in the girls' school. Class-rooms too small.

"The schools at Ullapool and Achiltibuie, in the parish of Lochbroom, have also been enlarged; and I expect to find that before my next visit an addition will be made to the school at Achtercairn, in the parish of Gairloch."

Mr. Andrew :—

"In Banffshire a new schoolroom has been erected at Linhead under the Alvah Board. The old premises had ceased to provide sufficient accommodation for the attendance, and were altogether below the level of modern requirements. The large addition made to Buckie Public School is now occupied, and a new infant room has been added to Portknockie Public School. The Keith School Board have improved their Glen Public School by the erection of a class-room. In Orkney new schools to take the place of old and dilapidated buildings have been erected, and are now occupied at Stenness and Rendall.

"A defect of construction common to nearly all the schools erected in Orkney after the passing of the Education Act, by which the main room has been made too large and the class-room too small, is to be remedied during the coming summer in the case of the West Public School of Holm, and the Birsay Public School of the Harray and Birsay Board. Trained mistresses are now in a large proportion of the Orkney schools taking the place of pupil-teachers, and a readjustment of the internal space is thus rendered essential, as without it the benefits which ought to accrue from the employment of a trained teacher are in great measure lost. Class-rooms too small.

"The school in the island of North Pharay, which has hitherto been carried on under Article 19 D. (*a*) as a side school affiliated to the North Public School, Eday, has now been put in charge of a provisionally certificated mistress, and placed on the regular grant earning list.

"The South Ronaldshay Board, on the other hand, have in the case of Swona Public School had to revert to the provisions of Article 19 D. (*a*), owing to their inability, after repeated efforts, to get any qualified teacher to accept of the appointment. To anyone acquainted with the locality this will Difficulty of getting trained teachers.

not seem wonderful, but it has to be noted that in the case of islands much more accessible than Swona the Orkney boards are experiencing steadily growing difficulty in securing the services of suitable masters and mistresses for their schools."

Mr. Calder :—

"The steadily increasing number of children in attendance at school has necessitated the extension of school accommodation in various parts of the district. In three pressing cases temporary accommodation for 300 to 400 children has been sanctioned on condition that the erection of suitable permanent buildings will be started without delay.

"The Dundee School Board has added 270 places by the enlargement of two schools, and is at present proceeding with enlargements to its Rosebank, Wallacetown, and Mitchell Street Schools and the erection of new schools in Hawkhill and Tay Street, which, when completed a few months hence, will provide fully 3,000 school places. Contracts have also been entered into for the addition of a wing with 230 or more places to Liff Road Public School. Some extensions have also been made, and others are projected, in connexion with the denominational schools in Dundee. Thus the St. Andrew's Roman Catholic Girls' School has been enlarged to the extent of 160 places by the purchase of the discontinued Longwynd School buildings, and some temporary accommodation has been added to the Lochee Roman Catholic Schools. Further, a site has been obtained on which it is proposed to erect new buildings for the Lochee Episcopal School, and there is need for the permanent enlargement of the Roman Catholic school there.

"In Broughty Ferry 80 places have been added to the Western Public School, and 60 to the Grove Academy by transforming the art room into an ordinary class-room and providing for art teaching in another part of the building.

"At Carnoustie a large addition is being made to the school, and overcrowding has meanwhile been avoided by the temporary use of the old Free Church school.

"A class-room has been added to the school at Barry, and plans for a handsome new school at Mains have been approved, and its erection will shortly be commenced.

"Thus, although only some 630 permanent places have been added to the accommodation during the past twelve months, next year promises to be one of exceptional activity, and should see the completion of new school buildings or extensions with room for about 4,000 scholars."

Mr. Robertson :—

"The Inverness Burgh School Board are slowly progressing with their large extension of the High School, and some re-arrangement of classes concurrently with a delimitation of attendance districts has been resolved upon as necessary to meet the growing pressure on the accommodation in sections of the Merkinch and Central Public Schools. The Highland Orphanage has submitted plans for the erection of a school within the grounds of the institution. But the most outstanding fact connected with school supply of the burgh of Inverness is the early discontinuance of the well-known Raining's School. For many years this school has very efficiently contributed to the education primary and secondary, and especially the latter, of a large area in this district. By formal resolution of the proprietors, the Trust for Education in the Highlands and Islands, the school is to be closed next November and the staff dispersed. The buildings and appurtenances hardly square with modern requirements, but the transitional state of matters has justified the fullest exercise of that discretionary clemency the Department allows to its officials in reporting on the nature and extent of the accommodation and furnishing in such special cases. The (Inverness) Landward School Board have just completed a new school, Leachkin Public School, and further afield the erection of several new schools falls to be noted. Two small public schools have been built in the parish of Lochs, Lewis. These little schools, staffed under Article 60, will take the place of private schools conducted hitherto by the Free Church Ladies' Association, and there is reason to believe

Raining's School to be discontinued.

that the change will be beneficial. A new public school at Carnan, in South Uist, will be inspected in the coming year for the first time, and the Glengarry School Board have reinstated on the inspection list the Just-Laggan School, for several years off the list owing to the emigration of the resident families. The steady expansion of the population in Lewis is an embarrassing element in school board management there. Enlargement of school premises and re-allotment of internal space in order to divide equitably the work of the school under the present regulations of the Code are imperatively needed, and in some cases are already being effected."

Expansion of population in Lewis.

Mr. Lobban :—

"In Thurso a large new building has replaced the old and rather unsuitable buildings in Rose Street and Castle Street. The premises of the Wick Pulteneytown Academy have been greatly enlarged. Extensive additions are also being made in the case of the Dingwall Academy. One or two new schools are likely to be added to my list by another year."

II.—School Attendance.

Mr. Macleod :—

"It is impossible for me to state what was the condition of attendance throughout my district during the past year as I have been laid aside from work through illness for two months, and these the months in which the inspection of schools that are mostly large become due. For the complete quarters for which I have statistics in Moray and Nairn there is little change as compared with those of the previous year in either numbers present at inspection or in average attendance. The slight difference that exists is in the way of increase. The quarter that includes the schools on the western seaboard of Ross-shire shows a decrease both in numbers present and in average attendance.

"In this connexion I trust I may be allowed to express my gratitude for the generous treatment I received from their Lordships during my illness. My attention had to be given to nothing official that was avoidable, and when I became convalescent the work had been so arranged that I was not burdened with arrears.

"When personal attendance was indispensable, Dr. Stewart, Her Majesty's Chief Inspector of the Division, came from Aberdeen, where the claims of his own district upon his time are pressing, and discharged those duties for me with a cheerfulness that augmented the obligations under which I was placed by their performance."

Mr. Muir :—

"I wish to speak with the utmost caution, but it seems to me that though the almost entire remission of fees may have increased the number of scholars on the books, it has not conduced very much to the promotion of regularity of attendance. It is pleasant no doubt to a teacher to see his school well filled, but surely it is better to have 80 in pretty regular attendance than to have 100 on the books with a large proportion coming and going as they list. The ratio of the average attendance to the number nominally on the roll is a function of several variables of which the most determining are, firstly, the ability and the tact of the teacher, and, secondly, the conduct of the school board.

Regularity of attendance not improved.

"The School Board of Dunrossness tries—very successfully on the whole—to keep up such regularity of attendance as it is reasonable to expect. Some other boards make a very fair attempt, but I am sorry to be obliged to say that with some the object seems to be to give themselves and their worthy neighbours as little trouble as possible, and to barely escape condemnation from the Department.

Attempt to barely escape condemnation.

Mr. Andrew :—

"The compulsory clauses continue, as hitherto, to be worked with vigour in the districts lying along the seaboard of Banffshire. Cullen during the past year, shows very marked improvement, and Ruthven has always done exceptionally well in this respect.

Numbers increasing in infant departments.

"The effect of relief from payment of fees in greatly increasing the number of infants in the schools in towns and fishing villages is still apparent. I do not, however, think that there has been any corresponding increase in the number of pupils in the higher standards. The early age, indeed, at which the children leave school is the most disappointing feature of our whole system of elementary education, and I am firmly of opinion that it can only be remedied by making the 6th and not the 5th the standard for exemption.

Standard VI. should be the standard for exemption.

"It is quite a common thing for pupils to pass the 5th Standard at 11, and this done their school life comes to an end. In the case of fisher children it simply means that they leave school to run about wild for a year or two, and rapidly forget the little modicum of learning which ability to pass the 5th Standard implies, and all the costly machinery of schools and teachers, so far as they are concerned, goes to waste.

Orkney. Attendance wonderfully satisfactory.

"In Orkney, taking account of the difficulties of weather, and in some districts the rough moorlands to be traversed, I am of opinion that the state of the attendance is wonderfully satisfactory. The operation of the special grants under article 19 A (1) has been decidedly beneficial. The boards have become quite alive to the pecuniary benefits which result from regularity of attendance, and are exercising their powers vigorously. In the area under Kirkwall.

Kirkwall Burgh and St. Ola Board the attendance of the children is looked after with a thoroughness which leaves nothing to be desired. The Stromness Board and the Board of South Ronaldshay and Burray during the past year have also shown most commendable zeal."

Mr. Calder :—

"The increased number of children in attendance at school is largely due to the earlier age at which the infants are first enrolled, and only to a very limited extent to the older pupils being kept a year or two longer at school. In the large town and village schools children are now generally sent to school shortly after completing the fourth year of their age, whereas some six or seven years ago very few were in attendance who were under six years of age. This has resulted in a decided gain to education where properly organised and equipped infant schools, or departments, have been formed to receive and train these youngsters; and I am glad to say that very great progress has of late years been made by many school boards in this respect.

Improvement in arrangements for the teaching of infants.

"Few schools of any size, either in town or country, are now without their special teacher or teachers for the infants, or it may be the infant and 1st Standard pupils; and the more varied exercises and lessons which this arrangement renders possible has made the beginning of school life a much more pleasurable and attractive affair than it used to be. This in fact is the great secret of the continued inpouring of these very young children to the schools.

"A pianoforte, with plenty of pictures and means of kindergarten instruction and physical drill, should be provided in every such department; and, in this district at all events, there are now very few without them.

"Free education has helped in the country part of the district to increase the number of pupils in the 6th and ex-6th Standards, but not to anything like the extent that is desirable or expedient as a matter of public policy.

Dundee. Too early withdrawal of pupils.

"In Dundee the 5th Standard is no sooner passed than the great bulk of the pupils (except in a very few of the schools) are withdrawn and set to work; or, in the case of many of the girls, kept at home; and the evanescent nature of their slender attainments at that age is only too apparent in the case of those who, a few years after, find their way into the evening schools with but a modicum of the acquirements they had when they ceased their day-school attendance.

Standard VI. should be the standard for exemption.

"A great educational advance would be made were the passing of the 6th Standard required for a full time labour certificate or exemption from school attendance, and this raising of the standard is now made more feasible by the

earlier age at which the child usually begins his schooling, and, consequently, in due course reaches these upper standards. In view also of the Secondary Education Minute of 1st May 1893, laying down the passing of the 6th Standard as the line where secondary education might reasonably be expected to begin, it would be a great convenience were the 6th fixed as the standard for the individual examination of all children in elementary State-aided schools.

"In the city of Dundee so many of those who are persistently absent from school are found to be beyond the control of their parents that the school board is seriously contemplating the establishment of a truant school for their special benefit under the Day Industrial Schools (Scotland) Act, 1893." A truant school proposed.

Mr. Robertson :—

"Managers, I am glad to say, continue to appreciate the punitive and deterrent effect of their statutory powers in the enforcement of attendance, though the prevalence of epidemic sickness in several parts of the district has interfered much with the exercise of these powers during the past year. The exceptional grant on average attendance under the Code to the 'Highland counties' acts as a strong inducement to steady compulsion on the part of the school boards, and the very detailed and formal information the Department exacts before paying the special grants supplies a reliable means of criticising a board's action throughout the year, and of duly appraising the effect of any special local difficulties, permanent or occasional, that are alleged to affect regularity of attendance. The Highland Minute a benefit.

"The disastrous influence of epidemic sickness and the *sequelæ* thereof have of course to be chronicled yearly. Of late the Department's attention had to be called to the very marked variety in the reasons for, and the duration of, medical closure in certain school districts. In an inspection district like this, where the efficiency of rural sanitary arrangements is so irregular, and the style of domestic life and surroundings differs so much, very great discretion must be left to the local medical officer or public authority as to the date and duration of closure. But in view of the serious educational loss, if not of the pecuniary disadvantage, to a district by a protracted closure of a school, it seems to me that medical practice in the matter might, in certain parts of this district, be revised with, to say the least, no demonstrable danger to the community, and with little substantial interruption to the school system. Recently isolation of infected houses or areas, in other words, merely a *partial* blocking of attendance, has been most successfully tried in some crofting districts. It is difficult to see how long prolonged total closure of a school can be justified as a reasonable preventive measure when only one section of the school district shows signs of infectious illness, when managers are willing to give all assistance in the thorough disinfection of the school premises, and when public meetings of adults from all parts of the district are allowed to go on without let or hindrance. I am of opinion that the medical side of this question merits full investigation, and I think I could get medical support for the adequacy of the following conclusions, so far at least as rural schools are concerned :—that the closure of a school at the beginning of an epidemic scare is often, owing to the intermingling of the children of a township or district at play, the means of a rapid and probably avoidable spread of infection, and that in cases of a mild outbreak of one of the ordinary infantile infectious illnesses, the shutting of the school neither stays the spread nor abates the severity of the infection. Epidemics. Closure of schools. Isolation. Closure may spread the infection.

"Last year I spoke of the agitation for improved access to schools in certain Hebridean school districts. To make a long story short, it may be stated that large subventions have been granted by the Scottish Office to various district committees for the construction or repair of footpaths or rough roads leading to public schools. Personal observation enables me to testify that the money has been in the main very honestly devoted to the intended purpose, and that the beneficial effects actual and prospective on the school attendance, and indeed on the health of the juvenile population, cannot be gainsaid. The needs of certain localities have unfortunately been greater than their share of the grant can meet. This explains the revival or persistence of appeals for further aid." Roads to schools. Satisfactory results.

crude the outcome, would be a welcome variety to the weary grind at dictation. In the matter of subject, also, a little more resource might sometimes be shown. In lieu of the monotonous round of stories, the description of some object or scene with which the pupils are familiar might be given. The rendering of a little narrative poem into prose also forms a good exercise. Attempts at description should especially be encouraged, as helping to draw out and develop any originality there may be in a class.

Arithmetic.

"I find that the tests set in this branch are, in general, reasonably well done. I cannot, however, help thinking that the method of examining the arithmetic of all the higher standards by means of uniform test cards has been carried somewhat far, and that its effect upon the teaching of the subject is not altogether favourable. The dictation of a sum to be done by the pupils upon their slates right off, followed up by oral questions over the class upon the rationale of the rule, might in the case of one or other of the standards be, from time to time, advantageously substituted for the present mode, and would, without entailing any falling off in mere mechanical accuracy, result in more attention being given to the principles upon which the different rules are based.

Objects to cards.

Mental arithmetic.

"During the past year a great advance has been made in mental arithmetic. The teachers find that it reacts most favourably upon slate work, and it is an exercise in which the children take great delight."

Mr. Calder :—

Reading. Improvement.

"There has been a decided improvement in the style of reading during the past few years in the great majority of the schools. It is most pronounced in those schools that have had well-taught infant departments attached to them for some years, and as yet it is more noticeable in the three lower than in the three upper standards. The abolition of the pass mark for individual reading in the lower standards has greatly helped the movement by removing all cause for that feeling of dread which many estimable teachers had of seeing a number of failures entered on their examination schedules. As a consequence the tedious mechanical grinding and drilling of the scholars in repeating the pronunciation of words has yielded to a broader and more intelligent dealing with the subject, in which the proper grouping of the words and the modulation of the voice get increased attention, with results that are certainly more pleasing to the listener, and, I would think, very much more interesting to the pupils themselves. The double set of reading books and the requirements as to intelligence have also had some share in this advance by providing a greater variety of reading lessons, and bringing, it may be, more of freshness and interest into this part of the scholar's work.

"In a good many of the schools a more or less successful effort is also made to secure thoughtful, intelligent, and expressive reading in the upper standards; and, where the teacher is at the pains to furnish a good model and give the pupils sufficient individual practice, creditable results are generally attained, and the pupils show by their grouping of the words, their fluency and ease in reading them, their modulation of voice and the emphasis brought into play, that they have an intelligent appreciation of the thought and spirit of the author.

"But in not a few cases the possibilities in this direction are not fully realised, and too many teachers seem to be content if their pupils are able to pronounce the words with a fair degree of accuracy and fluency. These overlook the fact that the style of reading is one of the important factors to be taken into account in valuing the results with a view to fixing the rate of grant.

Writing.

"Since class examinations were substituted for individual, and more value attached to the penmanship and general neatness of the written exercises, much greater care has been taken with this subject and better results are certainly produced.

Civil Service style.

"The Civil Service upright style has been introduced with satisfactory results into some schools on account of the greater rapidity with which it can be taught and written; but I have had several instances of late where it seemed to be thought that this new style might be acquired without much

trouble or care, and the result has been to render the writing indistinct and as difficult to read as any illegible and badly-formed writing in the old style could well be, by the carelessness with which the turns and joinings were formed and the writing sometimes sloped to the left instead of being upright or slightly to the right. Beauty and legibility were non-existent in it, and the very doubtful gain of some acceleration in speed could not compensate for their loss. A risk to be avoided.

"The creditable appearance made by some schools in the composition exercises indicates a careful and systematic teaching of the subject not only in the two upper standards but in the lower as well. Were it universally recognised that the composition should not receive consideration for the first time when the work of the 5th Standard is entered on, but that from the very lowest classes, the scholars should be trained to give expression to their thoughts, and put all their answers in the form of full sentences, there would be less difficulty experienced in getting them to reproduce a story in the 5th or to write down their thoughts on some simple subject in the 6th. Composition. Should be begun earlier.

"This subject is now taught in a much more intelligent manner than it used to be when individual passes had to be recorded, and when all sorts of mechanical expedients were resorted to in order to bring up the doubtful ones to the minimum required for a pass. The pupils seem to have a clearer comprehension of what they are about, and their exercises show a larger proportion of correct answers than formerly. There is usually, in fact, a somewhat higher mark gained in this subject than in writing and composition. Arithmetic. Progress.

"Occasionally a class is found under a teacher who still relies on mechanical aids in the earlier stages of the subject; but the poor show made by such a class in the mental tests speedily discloses the low level of attainment that it has reached. Mental tests effective.

"In valuing the written exercises, I always give a mark for neatness of sum-setting, and, as a rule, much more attention is now paid to this. Slovenly and carelessly written papers are generally found to be more inaccurate than those which are neatly written, and pupils who have been allowed to acquire a careless habit of this sort are always placed at a great disadvantage in seeking for appointments in business offices or in the Civil Service and other competitions that may determine their future position in life."

Mr. Robertson :—

"Encouraging progress and occasional signs of distinct improvement can be reported in the sphere of the elementary teaching. Handwriting and composition appear to have excelled any former record, and in the case of the former the introduction of drawing into the school curriculum has been observed to have a very favourable reflex influence. A reduction—often recommended in the reports on weakly-staffed schools—of the number of class subjects from three to two has been justified by results in most cases." Writing and composition. Improvement.

Mr. Lobban :—

"There can be no doubt that steady progress is being made from year to year. It is comparatively rare to find a school which does not at least aim at something like intelligent and expressive reading. Reading.

"Composition is a subject that tends to improve. The older scholars now receive regular instruction in this branch, and in some of the larger schools many excellent essays are written in the course of the inspection. The best results are naturally obtained where a systematic training is given from the earliest stages. Writing and composition.

"I am not at all sure that arithmetic has improved in the 6th Standard since the abolition of the individual pass. I am inclined to think there is a falling off as regards both accuracy of working and knowledge of principles. The merit certificate will no doubt tend to counteract this tendency, but as yet comparatively few schools have presented candidates for it." Arithmetic. A falling off in Standard VI.

Mr. Whyte :—

Reading.

"Reading is distinctly satisfactory. To read with ease, fluency, and fairly intelligent expression, is common all over the county, though no doubt there are sufficient exceptions to prove the rule. If I have any criticism to offer it

Mouthing.

is that, in straining after excellence, mouthing is not infrequently made to take the place of natural modulation. It should be remembered that while *accent*, *tone*, and *pronunciation* may be improved by good example, expression is the outcome of an intelligent grip of the sentence as a whole and the due correlation of its various clauses, and should be identical with what the pupil would give in the playground in speaking to a companion if the thought and words were his own. Attention to this point would remove mechanical phrasing and modulation, and would produce that aptness of expression which really constitutes the chief element in *good* reading. Constant watchfulness on the part of the teacher and careful imitation on the part of the scholar in regard to the other points noted above will give that finish which marks *excellence*.

Writing.

"Penmanship is also satisfactory, good writing being far more general than it has ever been before in my recollection. The Civil Service style or modifications of it are steadily supplanting the old time-honoured round hand, and

Great progress.

to this fact is due the almost phenomenal improvement that has been effected during the last two or three years. It is not without a pang of regret that I have seen the old favourite, which was so graceful in outline, pushed to the wall by its successful rival, but the latter is so easily acquired and lends itself

The Civil Service style.

so readily to the formation of a good current hand that there can be no doubt as to its practical superiority for every day wants. Like everything else it can be overdone, and in some schools what one may call its mannerisms are much too pronounced.

Composition at a low level.

"Composition keeps at a low level. This subject varies more constantly than any other with the class of school. Where the children are drawn from intelligent homes in which there is a constant interchange of thoughts and ideas, the fact is reflected in their composition; and where they come from sordid surroundings, or from homes where there is no great range of mental vision, and where reading is unknown, their power of expression is of the most limited description. Broadly stated this holds good, but the exceptions on both sides are numerous enough to show how much can be effected in the face of all difficulties where the teaching is good, and how easily the lack of efficient teaching can neutralise all advantages. The facts as here stated

Should be taught earlier.

point to the remedy. From the earliest stages of school life the intelligence should be diligently cultivated and the imagination stimulated. Monosyllabic replies should be discouraged, and the children should be trained to give their answers in sentences. Even as low as the 1st Standard exercises in composition could be given. Nothing gives young children greater delight than to write on a slate any simple fact that they know, and a word or look of encouragement works wonders. The very absence of self-consciousness gives greater freedom of expression. A start made here and followed up in the succeeding classes more as an amusement than as a task would result in much better composition than when the introduction of the subject is delayed till the senior standards are reached.

Arithmetic.

"The higher qualities in reading are not absolutely necessary, and good penmanship, though desirable, is not a *sine quâ non* of success in life, but the boy who cannot do his sums is hopelessly left behind in the race. It is therefore all important that arithmetic should be well taught, and yet I cannot say that it is. In the junior stages, where the mere mechanical manipulation of figures is all that is required, there is no room for complaint. Accuracy and speed are both general, and fingering has all but disappeared. If a child is told to add, subtract, multiply, or divide, the correct answer is assured; but in the simplest problems where the application of these fundamental rules is called for, the result is not always so gratifying.

Problems more frequently attempted than formerly.

Where problems are worked at all—and they are certainly more frequently attacked and correctly solved than formerly—they are worked not from first principles but are after some pattern which has been diligently drilled into the pupil's mind. If the problem should be outside the common varieties, even though in itself very simple, the child is helpless. What is the cause of this?

Well, I think inspection is partly to blame. The teaching is to a considerable extent dominated by the method of examination, and examination by cards has resulted in teaching by cards. Instead of the principles of arithmetic being fully explained cards are handed out, all the more common types of sums are noted, and a rule-of-thumb given for their solution. Plenty of exercise of this kind enables a child to make a very fair show in an examination paper where accuracy of result is supposed to be the only criterion of excellence. This is a delusion, but it is a widespread one, and the race for per-centages has not yet ceased. In several large town schools I gave out test cards where it was asked to bring a certain number of half-crowns to pounds, and in all of them the result was arrived at by reducing first to pence and then dividing by 12 and 20. Every pupil who got the sum worked it in exactly the same way, making it clear that the result was arrived at by a pre-arranged formula. The direct method had been evidently tabooed by all the teachers lest the child should come to grief with the 'remainder.' The figures were put into this mill-like formula, the crank was turned, and out came the answer without the child being called upon to think. And yet it is just this thinking 'banned and barred, forbidden fare,' which is the most nutritious element in the mental pabulum supplied by arithmetic." Objection to cards.

Mr. Welsh :—

"Reading from the class-book point of view is satisfactory, in very many instances eminently so, and recitation also. The dread of the dictation exercise has, however, evidently tended to render many books in use of comparatively little real educational value, as difficulties in spelling have been smoothed away by the substitution of easy vocables. Reading.

"The results of the various written tests must in the main be held as eminently satisfactory. The style of writing in the district lends itself to uniformity and neatness, and the principles seem easily grasped." Writing.

Mr. Munro :—

"Composition is usually much better in the 5th Standard class than in the 6th. On the whole, so far as matters of form are concerned, this exercise is well done; but the want of vocabulary and of clear cut phrases, due to want of practice in speech, is a prominent characteristic. The 'letters' of the 6th Standard class are usually pitiful for their barrenness. I am often at a loss to know what subjects to set—after so many poor results from what seemed to be *beau-ideal* subjects. It seems often that there is no longer anything in heaven or earth that boys take any interest in, or form any ideas about, except the rote matter of their school books. Composition.

"Arithmetic is the weakest of the school subjects. It is the only one that is not better but worse taught than in the old days before the Code. It would be easy to prove this, but not so easy to account for it. One reason undoubtedly is the extreme degree to which the formal examination and its stereotyped requirements have moulded the teaching. In many schools there is no revisal of work. When a class passes from Standard IV. to Standard V. it is done with the work of Standard IV. So it is with all the classes. I have sometimes, when I had a little time, tested the senior pupils in a school with the work I had just given to the 4th Standard. The results were invariably lamentable. Arithmetic worse than before.

"There is also too much examination by the teacher and too little blackboard demonstration. Cards as like 'Inspector's Test Cards' as possible are bought in profusion and the children work through these."

IV.—Classification.

Mr. Whyte :—

"Classification has still to be spoken of favourably, but in connexion with it I have observed the beginnings of a wholly unexpected evil. There was a dread expressed in some quarters that advantage would be taken of freedom of classification to detain pupils unduly in standards lower than their attainments warranted. I have seen no symptom of this. The evil I allude to is

Undue promotion.

quite the opposite. There is no undue detention, but there is in some schools *undue promotion.* Teachers have been so long accustomed to have the child's position fixed by the annual examination that now, when the individual test no longer exists, it seems as if the faculty of classification had been atrophied by disuse. The pressure of the parents is too strong for some teachers, and children are pushed on regularly year by year from one standard to another quite irrespective of their ability or attainments. Children are found in classes for which they are altogether unfit. This is both a hindrance to the smarter pupils and a positive injury to the weaklings, who, being hurried on at what, for them, is a break-neck pace, are really having their education completely spoiled. Even in some schools of good standing this evil has reached such a height that it has had to be sharply dealt with. 'Festina lente' is a good educational maxim for all, but it is trebly valuable in the case of 'such as are of weaker capacity.' No child should be placed in a class in which he is not easily able to keep abreast of his fellows."

V.—Class Subjects.

Mr. Macleod:—

English.

"I wonder that teachers do not select passages of some difficulty for recitation, from the mere interest of teaching them; because it can scarcely be any other than a dull monotonous exercise to listen to the repetition of a few poetic lines daily with the marginal meanings of the text book superadded.

Geography.

"The outlines, the great physical features, the more important towns, and the chief products of the countries prescribed in the Code are fairly well prepared in all schools that would otherwise be classed as good. I am sometimes disappointed that more of physical geography is not taught on account of its utility whether it be nominated in the bond or not."

Mr. Muir:—

Grammar.

"In grammar I can hardly note any improvement. Two years ago I remarked on the frequent ignorance of the simple accidence of the verb in Standard IV. Not long ago, when examining Standard V., a class of nearly 100, after much coaxing and hinting, I found only one or two who could go through the present indicative of some such verb as, I come, thou comest, &c. Nor is this to be regarded as the defect of some exceptionally backward class. The arithmetical pass in the same class was 92 out of 98; 42 out of 50 passed in composition, and 45 out of 48 in dictation. The tendency to parse any and every verb as third person singular, present indicative, has been checked, I fancy. There is a tendency to call all the adjuncts 'extension'—vaguely—without saying whether they belong to the subject, the predicate, or the object. Pathetic is the eagerness with which 'the' is seized on as an 'enlargement' of the subject. In Standard III. answering decidedly in advance of the Code is often given. This helps to secure a higher mark for English by balancing other deficiencies, seeing that intelligence in Standard III. is approaching the vanishing point.

Recitation.

"Listening to recitation may be the most delightful or the most disgusting part of an Inspector's work. It would be marvellous, I am sure, to many strangers to hear the sweet and tasteful recitations that I get, both in junior and senior classes, from children whose external appearance hardly warrants one in judging that they belong to even the lower middle-class—whatever that may mean. It is also marvellous how many teachers seem to be content with a monotonous repetition of the words so long as it is tolerably distinct. Of course, elocutionary skill need not be expected from every elementary teacher any more than musical skill. But any teacher, worthy of his post at all, should be able to teach by precept and example the proper grouping of words and—to some small extent—emphasis and modulation. For the comfort of their own ears it is a wonder that some do not try to make an improvement, even though they were never to see an Inspector and had neither gain nor glory to look for from 'results.' Even where expressive recitation is aimed at, the pieces selected are sometimes needlessly simple. What is written for children need not be childish. Nor is it necessary that all the children in one

Pieces for recitation too simple.

standard should repeat the same piece. To have 80 or 90 children occupied with Mary's lamb or Sweet Daisy Dill for weeks must be wearisome to the teachers. Some teachers again are painfully conscientious in not going beyond the 20, 40, or 60 lines prescribed by the Code. Some of the editors of the easy reading books already referred to co-operate with them in this, by shortening poems to fit the Procrustean bed, in a manner which is pettifogging if not infamous. Even if it is found inadvisable to ask the scholars to learn more than the prescribed number of lines, surely it would be profitable and delightful to them (in the case of Scott) to read the whole canto, or, for that matter, the whole poem. Some teachers do make the children read about and around the passage selected for recitation. The "Pied Piper of Hamelin" was lately recited not badly by Standard V., but I cannot think it suitable. There is very little in it on which one can examine. This remark, which to students of literature may appear all too pedantic, applies, of course, to sundry masterpieces.

"It might be well if there was some common understanding as to what constitutes a line. Is it—

'On the heights of Killiecrankie,'

or,

'On the heights of Killiecrankie yestermorn our army lay?'

"In its original form in Blackwood's Magazine the 'Burial March of Dundee' was printed in long lines, so far as I remember.

"Perhaps a fair norm for Standards IV.–VI. would be the decasyllabic line. More would be demanded or less would be accepted according to a proportion easily calculated.

"On geography I have little to say this year. As for Standard I. the plan of the school is prescribed, so for Standard II. I would like to see—not prescribed but taken up—the plan of the surrounding country, fields or streets. This might be made interesting and even amusing. A map could be gradually drawn on the blackboard. A child might be asked, after a few landmarks had been fixed, to indicate as well as he could the position of his father's house, to trace the road by which he had come to school, &c. Geography.

"There is great diversity of results here. I cannot agree with those of my colleagues who depreciate its educative value. But, as perhaps my eye is fixed on history-as-it-might-be-taught, there may be no such fundamental difference of opinion between them and me after all. I have no opportunity of comparing it with science, seeing that science is not taught as a class subject in my district. History.

"There are still too many wretched historical compilations which I am seeing swept slowly, too slowly, out of the schools. In Standards I. II. and III. the answering is often very smart. I try to impress on teachers the propriety of dwelling on the pictorial and biographical rather than the political aspects of history. Sometimes, instead of professing a 'period,' they hand me a list of stories, from which I select two or three, that the children may be examined thereon. The period usually professed by Standard IV. (1603–1714) seems to be too difficult for them. It would have more educative value for Standard V. or VI. It is astonishing how many are unable to tell me even in the crudest way what is meant by the word 'Parliament.' The notion that the members of the House of Commons are appointed by the Queen is dying hard."

Mr. Andrew :—

"In most of the larger schools English, geography, and history are professed. In most of the smaller rural schools history has been dropped. In Keith Public School and Fordyce Public School elementary science is taken as a third class subject by the boys, the girls taking needlework. The admirable supply of apparatus with which Keith School is furnished enables the subject to be made a most educative and interesting one. In English there is marked improvement in repetition, and during the past year greater taste has been shown in the selection of passages of poetry for recitation. Grammar continues to be very well taught in V. and VI., but is often somewhat meagre and mechanical in III. and IV. The method of building up sentences, and of making all the grammar lessons, so far as analysis is concerned, bear directly upon composition should receive more attention. In examining upon the Science. English. Better passages selected.

meaning of the reading lesson I sometimes think there is a tendency to give undue attention to individual words and paragraphs to the complete ignoring of the subject of the lesson as a whole.

Geography. "The field prescribed for the different standards is generally well mastered. In the 4th I often find that little attention has been given to Scotland on the plea that it has been gone over in the 3rd. In V. and VI. more use should be

Globes. made of the globe in order to give an intelligent idea of the relative situation of the different continents and oceans, and of the different routes by which important centres may be reached. In the case of the three higher standards I confess that I should like to see a short graded course of physical geography definitely set down as part of the work of each standard. The old specific

Physical geography. subject of physical geography was the means of imparting to the children a considerable range of 'earth knowledge' which helped to rouse their interest and to stimulate their observing faculties, and I think it is to be regretted that it no longer occupies any definite place in the school course.

History. "History, except where the teacher happens to have a special interest in the subject, is simply a getting up of the facts set forth in the dry and meagre outline which generally forms the text-book in this branch. Its educational value as one usually finds it taught is slight enough."

Mr. Calder:—

Science. "In four of the large schools in Dundee science forms one of the class subjects and proves a very effective agent in the education of the pupils. In these schools ample means of illustrating the lessons has been liberally provided, and the pupils in the upper classes visit public works on Saturdays with their teachers to see the actual processes of manufacture, it may be of jute, paper, carpets, iron, gas, &c., which their science lessons have led up to the exhaustive study of.

English. "More care is now being taken to select poetry that is in some way really

Better passages selected. educative and worthy of being committed and studied, although cases are still occasionally met with where the children have been kept for a twelvemonth repeating what is little better than the merest doggerel, which could all have been learned with every meaning that can possibly be got from it in a very few lessons. And yet these teachers are disappointed when they find they have not been awarded the higher grant, overlooking altogether the fact that the modicum of poetry they have been trifling over did not deserve to be seriously studied at all. A general improvement is noticeable in the style and spirit with which the lines are recited, and an increasing number of schools do some good educational work by means of this subject. But the possibilities of it are far from being universally realised, and frequent notice has to be made in school reports of too close an adherence having been given to meanings of the words or phrases printed with the piece and of the broader or finer meaning of passages as a whole having been neglected.

Geography and history. "Geography is much more frequently taken than history. This is accounted for by the more abundant facilities that exist for illustrating the lessons on it by maps, diagrams, pictures, productions, &c., and thus rendering it more vivid and interesting to the pupils. History on the other hand is a heavier subject, and does not lend itself so readily to illustration. There is a disposition in small

Too many class subjects. schools to attempt too many class subjects. Where one teacher has to attend to several classes, two such subjects are quite as much as should be attempted, for two well done are very much better, both educationally and financially, than three done fairly. History, however, need not be altogether neglected in these schools, for by a judicious use of a history reader as the second reading-book required by the Code a sufficient knowledge of it might be communicated to the pupils."

Mr. Lobban:—

Two class subjects enough. "The class subjects taught in the district are English, geography, history, and needlework.

"In the smaller schools it is being found more and more expedient to profess only two of the subjects, and even then a judicious system of grouping the classes has to be resorted to if any real good is to be done."

Mr. Whyte :—

"The rural schools now generally confine themselves to two class subjects, and find these as much as they can successfully overtake. The two usually selected are English and geography. The larger schools usually profess history in addition, but sometimes, though too rarely, the third place is taken by elementary science. The most useful of these is English when it is well taught, and in some aspects that can be said of it very often. There will always be weaker and stronger schools, with corresponding differences in the level of efficiency reached in any subject, and the teaching of English forms no exception in this respect; but, speaking generally, it may be said that the analytic side of grammar is well known. Parsing and analysis are very satisfactory. These cannot be crammed. They cannot be well done without clear logical thinking, and whatever produces that is an instrument whose educational value is not to be questioned. I fear, however, that the analytic side is developed at the expense of the synthetic. The part that the latter should play in composition is too often overlooked, the rules of syntax are not always at the finger tips, and even where they may be correctly repeated they are not always understood or correctly applied. Another weakness in the teaching of English lies in the nature of the passages committed to memory. They are chiefly drawn from the text-books in use, so that when they are not absolutely inane, as they often are, they are hackneyed and threadbare by constant repetition. With the whole field of English poetry lying invitingly open, it is difficult to understand why this complaint should require to be made year after year.

English.

Passages selected often "inane."

"In the teaching of geography I find in some schools a tendency to run too much into minutiæ, and to neglect the weightier matters of the law. It is of no use to burden the memory with lists of unimportant capes, creeks, bays, rivulets, &c., whose very names have no discernible echo beyond their own immediate neighbourhood. These are matters to be kept in a gazetteer, which may be referred to if occasion should ever require, and in that case the gazetteer will seldom be opened in a lifetime. The arrangement of the great masses of land, their prominent features, their slope and general character, their climate, productions, and industries, and the facilities they afford for internal communication or commercial intercourse with other parts of the world should receive more attention than they usually do.

Geography

"When the splendid training science gives to brain and eye is considered, it is a matter of great regret that science should be crowded out by less educative subjects. There is this, however, to be said for it, that though the teaching of it is not widespread, where it is taught it is in thoroughly competent hands. The teachers who have introduced it have a genuine knowledge of some branch or other of it which they specially favour, and their enthusiasm communicates itself to their pupils. Among the few rural schools in which science finds a place that of Cruden Hatton deserves to be particularised. Animal life was the branch studied there for the past year, and the eagerness with which the master's lead was responded to by the pupils was no doubt in great measure due to the capital cabinet of typical specimens collected from the fauna of the immediate neighbourhood of the school."

Science.

Well taught.

Mr. Munro :—

"Much of the poetry chosen for study is utterly unworthy. Even in the youngest classes doggerel is intolerable. 'Two little kittens one stormy night,' &c., is only a degree worse than 'Mary had a little lamb,' &c. Teachers are sufficiently educated to know rubbish to be rubbish. What can be their reason for subjecting themselves to the daily degradation of hearing such stuff as this? We have a wealth of poetry such as children love. The mistake is too commonly made that a child's poem must be a childish poem, must be about children, and must have no thought higher than clap-trap. No greater mistake can be made. All who know children well know that poetry is like their native air. They listen to it as to their mother tongue, and go out to meet poetic speech and thought with an eagerness that remains in mature years with only a few happy individuals. Nothing but what is beautiful and true should occupy their thoughts, and the trifling and meaning-

English.

Unsuitable extracts.

less should only be the amusement of a passing moment, not the subject of reflection.

Lower grant. "I have frequently recommended the lower award for English, partly because the poetry selected was inferior. There were generally along with this, however, lifeless recitation, mumbled answers, or even occasionally absolute taciturnity, in which latter case the lower grant even was recommended with a grudge, and the discipline grant as well.

"There were several very good examples of the treatment of English, but I cannot say that even the best looked sufficiently under the surface meaning of the poems. To penetrate to the kernel of each turn of the poet's thought, to think the whole over again as he thought it, is the true discipline of poetry: it is the making of your pupil into an artist. But this methodic search for the inwardness of the best poems is not often undertaken. Often even the externals are misunderstood or ignored. Thus a large ex-VI. Standard class had prepared Byron's poem on Greece, but not one understood the references to Thermopylæ and Salamis. The only Greek heroes they could name were 'Bruce' (!) and 'Wallace' (!) and 'Nelson' (!).

Geography very well taught. "Geography is, I think, very well taught indeed. I cannot say I put much value on the work usually professed in the 1st and 2nd Standard classes.

"Map drawing is taught with very various results. In some cases the pupils draw very smartly outlines of countries previously prepared, and produce really very accurate maps. In other cases the outlines produced are unrecognisable.

Science. "I regret very much that neither science nor manual work is taught in the schools I have visited. Our schools are all too bookish, and have been so for centuries. It would be a valuable counterpoise to the bookish bias if science could take the place of history in our larger schools and of English in our

Manual work. smaller. Manual work has also pressing claims and a strong educational foundation to rest them on. Its introduction into country schools would be a very simple matter in the cases of schools taught by an active master, but it might be well to begin with cardboard models, as needing few tools and no special bench."

VI.—Specific Subjects.

Mr. Macleod:—

Navigation. "The favourite subjects in my district are agriculture for boys and domestic economy for girls. Latin, Greek, and mathematics are rarely taught except in the larger schools. The managers of other schools do not supply the staff requisite for carrying on studies preparatory to the learned professions; and I fancy that there is less demand now than formerly for them.

"Navigation is being taught to larger numbers in our coast schools, and although there is still a pretty wide margin left for improvement in the

Development. instruction, the results are encouraging. I find these better at each successive visit, and I expect that ere long the boys taught in our public schools will be able to face the Board of Trade examinations with confidence."

Mr. Muir:—

"These subjects do not loom up largely in my district. In Keptie School (Arbroath), in Brechin High School, in Kirriemuir Public School, and in Anderson's Institute (Lerwick), there are large presentations and very creditable results. The chief subjects are Latin, French, mathematics, and domestic economy. Over the district there is a sprinkling of higher learning, but take away the above-named schools and there would not be much to report on. The presentation in a small country school of half-a-dozen scholars in two or three specific subjects, perhaps at different stages, may seriously increase the time that it is necessary to spend in the school, but the examiner ought not to grudge this if the work is genuine. Such seems on the whole to be now the case—not that every one 'passes.' One has not now shoals of children brought up for examination most of whom had no chance of passing, while many of those who did pass had but been wasting their time.

German and Greek are all but unknown. A very small number professed agriculture.

"Of the extended liberty given by the Code in introducing specific subjects little advantage has been taken. Botany and animal physiology have disappeared from Brechin, where they were once so intelligently taught. Two schools have taken up book-keeping and three phonography. Navigation and other arts and sciences mayhap will now reappear in the evening continuation schools which are being opened in Shetland. There will be something of a recurrence to old ways in Shetland. Before the era of school boards, though many children went little to school or not at all, yet, if report may be believed, there were many who went to school, not as 'driven cattle,' but of their own free will for a quarter or a winter session of four months, and with a determination to profit by their instruction."

Mr. Andrew :—

"In neither Banffshire nor Orkney are there any purely secondary schools. All the secondary education given within the counties is imparted in the higher departments of the public schools. During the past year 813 pupils were presented beyond the stage of the 6th Standard. But for the fact that the Banff Burgh School was not examined this year, owing to an epidemic, and the statistics for it are, consequently, awanting, these numbers would have been considerably larger. 2,488 pupils were presented in specific subjects, and 2,104 passed. Thirteen schools in the Banffshire division of the district and two in Orkney sent forward pupils to the leaving certificate examinations in June last. The subjoined tables give the results :—

Subjects.	Banffshire.		Orkney.	
	Lower Grade.	Higher Grade.	Lower Grade.	Higher Grade.
English - - - - -	58	16	13	3
Latin - - - - -	22	15	4	3
Greek - - - - -	8	7	7	—
French - - - - -	24	6	7	2
German - - - - -	13	7	—	3
Mathematics, &c. - - - -	51	6	10	—
Arithmetic - - - -	104	12	9	—
	280	69	50	11

"All the higher grade certificates in the case of Orkney were gained by pupils attending Kirkwall Burgh School. The advanced and scholarly work which is being done in the higher department of that school at present merits special mention.

"During the past year five Banffshire schools sent pupils direct to the University. At the bursary competition at Aberdeen, which takes place immediately before the opening of the University session, a pupil from Keith Public School stood first on the list, while high places were taken by several others. Banff Burgh School also especially distinguished itself in the same field, a pupil from it occupying the twelfth place, and four others very creditable positions. Tomintoul Public School, a never failing nurse of University students, Fordyce Public School, and Aberlour Public School, have each made good appearances. A pupil from Kirkwall Burgh School has also a place in the list. When it is borne in mind that this trial of scholarly skill is taken part in by pupils from all the secondary schools in the north of Scotland, it must be conceded that results like the above give the strongest evidence which it is possible to adduce of the advanced character of the instruction in the chief schools in the Banff and Orkney district. In the record of scholarly success it also deserves to be mentioned that a pupil in

Keith Public School was bracketed second in the list of those to whom Queen's prizes for mathematics of the second stage were awarded by the Science and Art Department. Through inquiries made by the county committee on secondary education the fact was elicited that 151 pupils have proceeded direct to the university from schools within the county of Banff during the past 10 years, and that of these 96 earned bursaries by open competition. This is exclusive of the students who entered and the bursaries gained at the beginning of the session 1893–94.

"In Banff Burgh School, in Keith Public School, and in Buckie Public School, French and German are taught by ladies who have had the advantage of foreign residence, and it is also deserving of mention that during the last two years several Banffshire teachers have spent their Midsummer vacation on the Continent with the view of improving their acquaintance with French and German—a course which has had a most beneficial effect upon the modern language teaching in their schools."

Mr. Robertson:—

"The presentations have increased from 2,500 to 2,724 within the year. Of course there is the usual amount of hasty and crude work, but the greater part gives evidence of well-informed, methodical, and well-assimilated instruction."

Mr. Lobban:—

"In languages and mathematics there is rather a large proportion of failures, especially in the elementary stages, but on the whole there can be no question that much valuable work is being done.

Gaelic.

"Only one school professes Gaelic, the Durine School, in the parish of Durness in Sutherland. The scholars show something of the enthusiasm of their teacher in this subject. The results are valuable, and the training is distinctly educative.

"Domestic economy is, I am glad to say, gradually giving place to practical cookery.

"Boards are bestirring themselves in the interests of higher education, and upper departments under the charge of graduates have been or are being formed in convenient centres all over the district.

"Candidates for the leaving certificate were presented from the Thurso Miller Institution, Wick Pulteneytown Academy, Dornoch Public School, Dingwall Academy, and Fortrose Academy. The first-mentioned school again takes a highly honourable place in these examinations, and also in the examinations of the Highlands and Islands Trust. A pupil from this school was also successful in gaining a bursary of 20*l.* at the recent competition at Aberdeen University."

Mr. Whyte:—

"In regard to specific subjects there is little that is new to be noted. The presentations are not so numerous as they were some years ago, but the instruction given is of a much more satisfactory type."

VII.—Infant Departments.

Mr. Munro:—

Infant departments.

"There is one section of country school work that is in a very backward state. That is the infants' section. With the rise of the new education there has also taken place a great rise in the number of small children sent to school. Cynical people profess to believe that this is wholly because they are got out of the mother's way. Whatever the motive, the fact is one to rejoice over but not to ignore, as is too often done. A common difficulty is that the total number at school does not compel the appointment of an assistant. Another common difficulty is that when an assistant is appointed the class-room opening off the main room is too small, is ill furnished, and not provided with the needful appliances. The result is that the teaching of the infants is generally the least satisfactory part of the school work."

Class-rooms too small.

VIII.—Discipline.

Mr. Muir :—

"On the whole I am greatly pleased with the discipline. The physical drill which, in connexion with this subject some of my colleagues recommend, is practised in the junior departments of some town schools. I would like to see more of it in country schools, not so much for the purpose of strengthening the muscles and expanding the chest, but for the purpose of giving more grace of carriage to the sturdy rustic."

Mr. Andrew :—

"Over the district generally the discipline and the general tone of the schools are, if not excellent, at least healthy, and there is a steady, if slow, improvement in the matter of outward courtesy and habits of politeness among the children. It is a common experience of every examiner to meet with an almost obtrusive display of good manners inside the school on an examination day, but if the children are really to be taught and trained to be courteous and thoughtfully considerate of others, the teaching on this point and the watchfulness of the master must be continuous. Improvement.

"The Orkney children deserve high praise in this respect. One feels at once in their case that politeness and gentle courtesy are habitual. Orkney.

"School offices are often not so cleanly kept as they ought to be, and boards ought to give more attention to brightening up the walls of the schoolrooms. For sanitary if not for other reasons every school ought to be thoroughly whitewashed once a year." School offices.

Mr. Munro :—

"There were outstanding cases of admirable tone and training, the school being, as it always is, a correct image of the teacher. In these cases activity, brightness, and pleasure animated all the proceedings; the children were mannerly and frank, spoke at once when they were spoken to, moved with quietness and care but with business-like activity; answered in a clear voice, and if in any case their answer was not heard or was misunderstood they quite readily repeated or amended what they had said, while any instructions given regarding their written exercises were carried out at once without the need of repeated orders."

IX.—Singing.

Mr. Andrew :—

"Of the 135 schools examined during the past year 98 received the higher grant for singing by note, 29 the lower for ear, and in 8 no grant was allowed. The quality of the singing varies greatly. In Banffshire, Rathven School occupies the foremost place for taste and thoroughness of instruction. Rathven School.

In Orkney the senior department of Kirkwall Burgh School, Stromness Public School, and Sanday Central Public School deserve to be specially mentioned." Orkney.

Mr. Welsh :—

"In the district of Aberdeen the best system of training to sing is found, with few exceptions, in the city itself. The requirements for the various sections are closely observed by the staff set apart for this work, and the general outcome—so far as knowledge of music is concerned—is eminently satisfactory. One would, however, like to see a more varied selection of songs for the different schools. The words are too frequently a jingle and hardly worth committing to memory, though the airs are catching enough. It might be possible to have a selection suitable from a musical standpoint, and such as would combine the 'concord of sweet sounds' with all that is best in our rich collection of national songs." More varied selection of songs suggested.

Mr. Munro :—

"In several large schools which I have visited, and where I have had to observe the singing, I found the material for excellent school choirs in the large senior sections in which girls preponderate. Boys are of small account after the 6th Standard owing to the natural change in their voices. But in these favoured places the singing of large sections of girls from 13 to 18 was confined to the elementary songs of a booklet suitable for little ones of 10. They were quite capable of reading at sight much more difficult and artistic music than they had presumably spent a year in preparing. It was as if one were to keep a student reading nursery rhymes after he could appreciate Shakespere."

Better type of songs required for the older pupils.

X.—Needlework.

Mr. Andrew :—

"This branch continues to be taught throughout the district with a skill and thoroughness which merit the highest praise. There were only two schools during the past year in which grants were not claimed for sewing.

"The arrangement by which the cloth for the garments is purchased by the teacher at the beginning of the year, and the garments when made are sold to the pupils, is becoming very common in the case of the larger schools, and has much to commend it as saving trouble and delay to all concerned. Many of the mistresses complain that the 4th is too heavily burdened with exercises. The work of the hemming exercise in the case of the infants and Standard I. is often too fine. Even and properly sloped stitches should be aimed at at this stage, not fine sewing. Stitching ought never to be given as an exercise to pupils whose eyesight is at all weak. In the case of the upper standards more practice should be given in cutting out. It is a good exercise for the older girls to set them occasionally to superintend the work of the younger classes."

Work of Standard IV. too hard.

Eyesight.

Cutting out.

XI.—Cookery and Laundry Work.

Mr. Macleod :—

"Practical cookery, which was first begun in the Girls' School, Elgin, is now taught in most of our town schools, and the number of country schools which include the subject in their curriculum is increasing annually. This is a good indication of the sensible direction taken by educational improvement. The school already mentioned has now taken the initiative in teaching laundry work, and I trust in this respect it will have as many followers as it has had in cookery. I should hope that one good consequence of teaching cookery and laundry work in schools will be to diminish the number of girls who aspire to become teachers or get employment in the Civil Service. Both employments are unable to supply vacancies for a moiety of the candidates, and it will be a serious task for a young maiden who dreamed of success in the school or the Government office to reconcile herself good-humouredly to the washing of pans and dishes. But should the practical acquaintance with domestic work in school make her desirous from the first to engage in domestic duties, her lot in life will appear natural, and therefore one in ordinary circumstances productive of contentment."

Cookery.

Laundry work.

Mr. Andrew :—

"Practical cookery is taught in 18 of the Banffshire schools.

"Experience convinces me that in a district like Banff and Orkney the instruction in this subject can be most effectively imparted by a special teacher.

"In schools where a course has gone on for several years it is a good method to make some of the older and more expert girls give occasionally a demonstration lesson to the beginners. The giving of a lesson in this way under the supervision of the teacher affords an excellent test of the accuracy and thoroughness with which the subject has been assimilated, and admits of the demonstration course being better graded. Demonstrations suited to a

standard beginning the subject are, in great measure, a waste of time to girls who have had a two years' course of cookery. The unwieldy numbers indeed that may be present at a demonstration lesson is one of the weak points in connexion with the teaching of this branch."

Mr. Calder :—

"By the employment of other two trained teachers, the Dundee School Board has been enabled to extend the teaching of practical cookery to the Fourth Standard girls in the public schools, and to all the young women in attendance at its evening classes; thus practically doubling the number of pupils receiving instruction in this useful branch.

"Forfar Burgh School Board has also during the year engaged a trained teacher, and instituted practical cookery classes for all the girls in Standard IV. and upwards in its day and evening schools; and the subject continues to be taught to the girls of the three upper standards in all the schools under the Broughty Ferry and Monifieth Boards, as well as to the day and evening classes of the three principal Roman Catholic schools in Dundee. The initial expense of providing apparatus, &c., for such classes deters many of the smaller boards from entering on the teaching of this branch, and were the county councils to devote some of the money they have in hand for the promotion of technical education to purchasing the necessary equipment, where the school board is willing to carry on the classes, they would thereby greatly extend the teaching of a very necessary and useful branch of technical education. Suggestion.

"In Dundee and Lochee the associations for providing free dinners in winter to poor children, attending either the public or the denominational schools in the city, still carry on operations with undiminished vigour; the former having last winter given 29,739 warm dinners, and the latter some 8,000 to 9,000; while, in addition, many of the very poorest of the pupils received great benefit and increased comfort from the funds organised by the school boards of Dundee and Broughty Ferry for providing boots and clothing to such as would otherwise have been unable to come to school in severe weather." Warm dinners.

XIII.—Pupil-teachers.

Mr. Muir :—

"I have simply to reiterate what I have hinted at before, that they are receiving too little of an intellectual training. This is inevitable, even when they and their instructors are doing their best. Let a teacher be set apart to instruct the pupil-teachers, say, three hours a day collectively. During three hours, quite enough, they might assist in the schools to which they were severally allotted. The present system of having them taught in driblets, one or two at a time, by several individual teachers, chilly in the morning or wearied at night, means a vast waste of intellectual and physical energy. Too little intellectual training.

"Male pupil-teachers are in a frightful minority in my district. They are in a minority everywhere, I suppose, but I have no statistics at hand to show the exact proportion. It is little wonder. Boys can find careers less fatiguing at the outset and holding out quite as reasonable prospects of a 'living wage' before they reach the age of 30. Of course sundry males must manage to secure certificates without having gone through the drudgery of pupil-teachership. Thus we may expect soon to find the teaching profession stocked with half-trained men and anæmic women." Male pupil-teachers dying off.

Mr. Andrew :—

"The male pupil-teacher is all but extinct both in Banff and Orkney. The number of girls employed in this capacity—most in the larger schools—is still considerable, but also shows a tendency to decrease. The circumstance is not one, in my opinion, to be regretted. There is little to be said in favour of the system except that it is a cheap one. The hard physical labour of teaching so Disapproves of system.

The following are the statistics of these classes :—

	Boys.	Girls.
Number present at inspection :—		
Elementary Classes	117	38
Advanced Classes	153	149
Total	270	187
Average attendance :—		
Elementary	154	
Advanced	271	
Total	425	

ELEMENTARY SCHOOL.

Standard Subjects - Standard VI.	Presented 106	Passed in		
		Reading 102	Writing 86	Arithmetic 64

	Subject.	Presented.	Passed.
Class and Specific Subjects.	Mathematics	39	35
	English	23	23
	Elementary Science	83	78
	History	53	44
	Needlework	36	36
	Cookery	14	14
	Totals	248	230

ADVANCED SCHOOL.

	Examined.	Passed.
Bookkeeping, Stage 1	69	43
„ „ 2	19	16
Shorthand, „ 1	72	59
„ „ 2	22	22
„ „ 3	11	11
Dressmaking	41	40
Cookery	55	55
Totals	289	246

Mr. Topping :—

"Evening schools have been still further developed in the city of Aberdeen during the winter of 1892–93, and a very successful beginning in this direction has been made at Peterhead. Extremes of age are now seldom met with; the

great majority of the scholars have left the day school two or three years before, and finding that what they then had acquired has either gradually vanished, or has been inadequate to the needs of their callings, they have of their own accord returned to school to renew and extend their attainments. In Standard V. 10 scholars were presented. They had all previously passed at that stage, but during the few years that had elapsed so much had been forgotten that even with the brushing up they had received only two or three succeeded in making a barely presentable appearance. In Standard VI. 173 scholars were examined, with much better results. In class and specific subjects those of a practical nature are, as a rule, selected. Bookkeeping had 77 students at various stages; shorthand, 53; science, 44; mathematics, 27; French, 14; German, 11; Latin, 2. English, history, and geography were in all credited with 108 presentations; sewing, 62; cookery, 49."

XVI.—Secondary Education.

Mr. Andrew:—

"The share of the 57,000*l.* to be devoted to the furtherance of secondary education falling to Banffshire is 866*l.* 13*s.* 5*d.*, and to Orkney 431*l.* 3*s.* 10*d.* Reports on the existing state of secondary education and schemes for distribution have been drawn up by the county committees for either county. Neither of the proposed schemes has as yet been sanctioned.

"In Banffshire the committee propose to allocate the money by capitation grants for passes in the merit certificate and leaving certificate examinations.

"In Orkney it is proposed to allocate a slump sum to Kirkwall Burgh School and to Stromness Public School to be devoted to improving the efficiency of the staff in the upper departments, and the rest of the money it is proposed to offer in bursaries of the value of not less than 20*l.*, and tenable for three years. These bursaries are to be competed for by pupils attending the public schools throughout the county, with the exception of Stromness Public School and Kirkwall Burgh School. The condition is attached that the successful competitors must attend the advanced classes in Kirkwall Burgh or Stromness Public Schools, or such secondary school outwith the county as the committee may sanction. Orkney.

"The sums in the case of both counties, but in the case of Orkney especially, are wretchedly inadequate, and it is needless to expect that any great results can be produced by such pittances under any scheme that may be adopted."

Mr. Robertson:—

"The approved schemes of the county committees of Inverness-shire and Ross and Cromarty are now in operation. Both in general principle and detail their schemes are very similar, and a short description of the former may be fitted in here. The main feature of the tentative scheme is a division of the whole normal annual grant into two sections, one offering payments on results chiefly of the leaving certificate examination, and the other allocating special subsidies to 11 central schools towards the cost of existing or additional provision of staff for purposes of secondary education only. In this latter section is also included a grant of 100*l.* for 10 bursaries of 10*l.* each, tenable at the Royal Academy, Inverness, by free scholars from schools in the country outside the burgh. The slenderness of the fund now at the committee's disposal does not permit what they unanimously wished at the outset, viz., the institution of substantial residential or maintenance bursaries tenable at well-equipped central schools by scholars from outlying districts."

XVII.—Nil.

XVIII.—Miscellaneous.

Mr. Macleod:—

"Part of the grants given to county councils for roads in the highlands has been usefully applied for making footpaths to schools not already accessible by roads. Some of those paths were partially constructed previous to my visits

to the various schools, and promised to be a great boon to the children when fully constructed. Most had been done for the money given in the parish of Gairloch, where the energy and excellent business habits of Mr. Dixon, of Inveran, carried on the work to early completion."

Mr. Calder :—

Workshops.

"Workshops have also been opened in connexion with two of the Dundee schools, in which manual instruction in wood-work is regularly given to the older boys.

"Three largely attended evening classes are also carried on in different districts of the city for young lads engaged in shops, factories, &c., and a most animated and interesting appearance these present when busy at work.

Health lectures.

"Through the generosity of a member of the school board a skilled medical lecturer was engaged to deliver a series of health lectures (58 in all) to the older pupils in 19 of the larger public schools. These lectures were attended by about 3,000 of the scholars, and being illustrated by a good magic lantern with coloured slides proved very instructive.

"A similar course of lectures is also this winter being given to classes of factory girls and women in the evenings by the superintendent of the infirmary. They are well attended, and seem to be greatly appreciated. For the same classes a course of lessons on practical cookery is also provided and largely taken advantage of.

Ventilation.

"Ventilation does not get that systematic attention in many of the schools that its importance demands. There has been provided a more or less efficient system of ventilation in all the schools, but as in the great majority of them it is a natural ventilation by means of openings in the walls and roof, constant attention is needed to make it in any way effective, as its working is subject to alteration with the ever-varying conditions of temperature and prevailing wind.

"The best ventilated schools I visit are those ventilated by mechanical means, but it is an expensive system, and is thus limited to a few of the large public schools in towns. It is used in six of the newer schools in Dundee. In each of these a small gas engine is employed to force filtered fresh air into the class-rooms, and openings are provided for the escape of the vitiated air. The fresh pure air enters the rooms some 5 or 6 feet above the level of the floor, and in winter it is heated by being passed over a series of warm pipes. The children in these schools are undoubtedly fresher and brighter at the end of an attendance than in most other schools, and are thus more favourably situated for the prosecution of their school work."

Technical Education.

Mr. Robertson :—

"Very little progress at all commensurate with the needs of the county of Inverness and the importance of this attractive form of popular education can be certified. The fault is largely the niggardly manner in which the county council treats the subject. Only about 300*l.* is allocated to the whole county, and though there is a semblance of equity in the scheme under which this pittance is divided among the various districts, the cardinal defect of the scheme is the want of funds. Practical cookery carried on for very short periods at a few centres, dairywork, and a small fund for the teaching of navigation in the maritime schools absorb the scanty fund. Efforts are now being made by a progressive but as yet a small minority in the council to secure such a sum of money as will enable each district committee to provide in an adequate measure a scheme of technical education suited to the domestic or industrial life of the locality. Ross-shire, on the other hand, arranges very much better than this county. I can speak with knowledge of the action of the Lewis district committee. Their expenditure of the grant allotted to them has been so far exceedingly fruitful. A four months' course of practical cookery both for school girls and adults is now going on in the town of Stornoway under a teacher specially recommended by the West End Training School of Cookery in Glasgow. The committee, with the assistance of the school managers, have

Lewis district committee.

also paid the fees and other expenses of three Gaelic-speaking female assistants from three of the leading public schools in the island incurred for a six week's course of instruction in practical cookery and laundry work at the same training school. The scheme also provides a grant for male teachers attending a vacation course of practical navigation at the Government School, Leith; and passes at the local centre of the Science and Art Department are also subsidised."

Report, by Mr. Welsh, on the Schools inspected by him in Mr. Robertson's District.

"The last five years have revolutionised the educational system of what, reckoning by population, is a not inconsiderable portion of the Outer Hebrides, Lewis to wit. Before this period the day schools failed in most instances to fulfil the intentions of the Education Act. A system of evening schools had been inaugurated and was in full swing, a system which sapped and undermined any benefit accruing from attendance at a day school. It fostered irregularity, because when irregularity at the day school was complained of, the evening school served as a Cave of Adullam where refuge was frequently taken if legal action were threatened. Only the three R's in practically all this district—with a population of over 27,000—were professedly taught, and the results obtained in these were so wretchedly poor that nothing more depressing than my first visit to the island has ever been experienced by me in my official life. To the school boards the loss in money from irregularity and an incomplete curriculum must have been very great, while the educational loss to a very large proportion of the people can never be made good. The various causes at work to produce this chaotic state were anxiously sought for, and some of them have been removed. Evening schools on the old objectionable lines ceased to exist, the energy of the teaching staff was concentrated on what was of prime importance, the day school. English, geography, and history, which had almost disappeared as class subjects, were fostered; schools and staff were in many instances remodelled; and, if the hydra-headed monster, irregularity of attendance, were killed, there is now little cause for despondency. The bi-lingual difficulty is fast disappearing, and if the proper training of the robust native intellect were secured and applied to the teaching of the junior classes, there is no reason to think that Lewis boys and girls would fall so far behind their mainland brothers and sisters as they do. Poverty, with its numerous accompaniments, frequently obtrudes itself and is a hindrance to progress, but education must ultimately have an ameliorating influence on this also. The difficulties of the teacher are much augmented by the dire want that prevails in many townships. Children frequently appear at school without breakfast, and many have nothing to eat during the whole of the school day. It will be readily admitted that these children are not in a fit state to receive instruction of any kind, and when this instruction is imparted to them in a foreign tongue much of the teacher's time and energy must be practically lost. I know of no district more likely to benefit from a properly organised system of hot dinners. Fish is plentiful, and much of it is lost from want of knowledge of what good cooking could make of it. Vegetables are much liked, so much so that to a Lewis boy a carrot is one of the most appreciated forms of reward, and raw cabbages are devoured with avidity. Notwithstanding this love for garden produce no attention is paid to horticulture by the natives."

Former evening schools a defect.

Bi-lingual difficulty disappearing.

Poverty.

Hot dinners.

Ex-VI. Classes.

"One of the gratifying features of the present state of scholastic matters in the Lewis and other insular parts of the west is the increasing numbers that are reaching the higher standards and even the ex-standard stage. The future is hopeful, but considerable leeway has still to be made up. Attendance continues to be very irregular in most districts, although a general improvement has to be reported in this also; and, while this irregularity prevails, much of the instruction must of necessity be lost. Besides, as a rule, the headmaster

Numbers increasing in Standard VI. and above.

has so much work on hand in connexion with the elementary and class subjects, that a very small fraction of his time can be devoted to those who reach the ex-standard stage. After all, the proper tuition of senior pupils is a matter of staff, which again is a matter of money; and if each district could be thoroughly assured of advanced work receiving continuous and proper attention throughout the year, the higher classes of very many populous townships would be much augmented. Up till now few, if any, boys at the public schools have had the opportunity of having the most made of whatever intellectual ability they possess. It is almost impossible for any of them to leave their homes to prosecute their studies. In a few places something has been done to induce pupils to remain at school and endeavour to take the merit certificate, but so long as no separate special class is held for such cases, so long as they are simply taught with those who were a stage below them the previous year, little real good can be expected. A very short time will prove that where proper facilities are given the parents will respond. It is exceedingly gratifying to be able to report that a considerable proportion of those presented for the merit certificate in outlying districts made an appearance that would have done credit to any school, and in several instances the results were superior."

Class Subjects.

"All over the district now class subjects form part of the regular instruction. As a general rule, English, geography, and history are what are professed, and the demands of the Code are very creditably met. A few schools have felt the strain of *three* class subjects, and wisely restricted themselves to two. The profession of three subjects may be defended on the score of extending the English vocabulary of children who hear little English except in school, but this benefit could still be secured by using a history book for the ordinary reading lesson. The memory of the children need not be burdened with what has been denominated 'historic trivialities,' which, after all, are what constitute history as taught in our schools. Now that the elementary branches are on a fair footing, due no doubt partly to considerate encouragement, but chiefly to the willing response of the general body of teachers, it might be better to attempt fewer subjects for examination purposes and endeavour to raise the quality of the rest of the work. The effects would be much more beneficial. There are certain schools where the staff easily overtakes what in others is impossible, and on these no restraining hand should be laid, but encouragement rather should be given. When, however, poor results in elementary subjects are excused because of an excessive profession of work voluntarily undertaken it is time the pruning knife were applied and the comparatively useless branch lopped off."

Two class subjects sufficient.

Specific Subjects.

"The pupils presented for examination in specific subjects showed, on the whole, that considerable care had been taken with both the selection of the children and the teaching. A large proportion received instruction in mathematics and Latin, numbers being in the third stage of each, and the general outcome is gratifying. Navigation promised last year to be a popular subject, and the results of the first stage seemed to justify the prediction that something had been hit upon which would enlist the attention of people who have the sea at their doors. A comparatively small number of the population, however, follow the sea, whole townships being composed of crofters, and this may account partly for the falling off in interest in this subject. What promised to become a considerable flame has sunk down to a feeble flicker, and only two schools examined by me maintained a continued interest in this branch of study. Several others had presentations in the first stage. The advanced stages present difficulties which, in a school demanding constant and increasing care in the ordinary standard work, are almost insurmountable. The industrial occupations of the Hebrides are very few, the sea, the army, or some of the learned professions being the only channels outside crofting to

Navigation not making much progress.

which the energies of the people are likely to be diverted. The instruction of boys, therefore, should mainly be with a view to fit them for one or other of these."

Singing.

"Most of the insular schools now profess singing, and some of them by note. Encouragement to sing by note is needed and is given in many schools, but where there is a competent teacher of singing there is no necessity for showing leniency, as the requirements are readily met."

Pupil-Teachers.

"It was gratifying to find that three females had found a place in the admission list; the males, however, having no representative. It may be thought that there is little room for gratification in this statement, but to one who knows the district the fact is full of promise. There are at present some good boys apprentices, and time will show what powers they possess, but it is to the girls one must look for inaugurating a permanently satisfactory state in most of our insular schools. I speak more particularly of Lewis and Harris. There is little hope of the junior departments of these schools reaching a high level of proficiency until the native female pupil-teacher is able to take charge. In one or two instances in recent times good results have followed the appointment of an ex-pupil-teacher as junior mistress; but unless the instruction during apprenticeship is such as to enable these pupil-teachers at the close of their apprenticeship to compete successfully in the examination for admission to the training college, and so let them have the benefit of two years' education and residence outside their native township, the best results cannot be expected. No Long Island pupil-teacher has this year passed high enough to be selected for training at college, and a valuable opportunity is thus lost to the districts from which the candidates come. The general poverty of the district almost prevents the possibility of pupil-teachers without a bursary leaving home to gain insight into their profession, and when lack of scholarship prevents them from gaining that bursary a remedy has to be sought for. Circumstances being as they are, ex-pupil-teachers who are unable to compete with their mainland contemporaries become assistants and occasionally heads of schools, which of course must suffer in consequence."

APPENDIX.

TABLE I.

NORTHERN DIVISION.

Specific Subjects.

Subject.	Presented.			Passed			Approximate Per-centage Passed.		
	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.
1. Mathematics	2,041	628	213	1,490	502	169	73	79·9	79·3
2. Latin	2,123	997	481	1,555	818	366	73·2	82	76
3. Greek	120	61	42	109	55	36	90·8	90·1	85·7
4. French	1,787	933	431	1,371	718	343	76·7	76·9	79·5
5. German	268	117	69	225	107	58	83·9	91·4	84
6. Agriculture	831	359	358	669	305	288	80·5	84·9	80·4
7. Domestic economy	2,549	1,794	1,353	1,999	1,530	1,128	78·4	85·2	83·3
8. Phonography	326	116	20	274	97	19	84	83·6	95
9. Bookkeeping	198	62	8	112	26	8	56·5	41·9	100
10. Navigation	541	88	—	337	62	—	62·2	70·4	—
11. Magnetism and Electricity.	27	—	—	25	—	—	92·5	—	—
12. Physical geography	9	—	—	9	—	—	100	—	—
13. Animal physiology	2	—	—	1	—	—	50	—	—
14. Geology	26	—	23	17	—	23	65·3	—	100
15. Gaelic	14	14	11	12	7	3	85·7	50	27·2
1893, Totals	10,862	5,169	3,009	8,205	4,227	2,441	75·5	81·7	81·1
1892 „	10,745	5,057	2,278	8,602	4,279	1,945	80·	84·6	85·3

TABLE II.—Northern Division.

Specific Subjects.

No. of District.		No. 1. (Mr. Calder.)		No. 2. (Mr. Muir.)		No. 3. (Mr. Andrew.)		No. 4. (Dr. Stewart.)		No. 5. (Mr. Lobban.)		No. 6. (Mr. Macleod.)		No. 7. (Mr. Robertson.)	
No. of Subject.	Name of Subject.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
1	Mathematics	569	420	141	111	336	272	880	690	386	284	212	165	358	219
2	Latin	597	453	179	122	549	465	1,040	854	482	304	260	197	494	344
3	Greek	19	19	1	1	60	57	37	35	43	34	26	22	37	32
4	French	487	436	130	113	443	357	1,260	991	415	227	222	171	194	137
5	German	110	108	14	14	75	74	142	100	65	50	35	34	13	10
6	Agriculture	44	38	14	12	276	233	538	469	76	44	214	155	386	311
7	Domestic economy	850	704	176	131	667	577	2,492	2,078	443	299	403	353	665	515
8	Phonography	256	211	43	35	3	3	120	101	—	—	28	28	12	12
9	Bookkeeping	102	45	6	6	—	—	136	71	24	24	—	—	—	—
10	Navigation	—	—	—	—	30	26	37	14	—	—	69	27	493	332
11	Magnetism and Electricity.	—	—	—	—	—	—	—	—	—	—	—	—	27	25
12	Physical geography	—	—	—	—	—	—	—	—	—	—	—	—	9	9
13	Animal physiology	—	—	—	—	—	—	—	—	—	—	—	—	2	1
14	Geology	—	—	—	—	49	40	—	—	—	—	—	—	—	—
15	Gaelic	—	—	—	—	—	—	—	—	5	4	—	—	34	18
	Totals	3,034	2,434	704	545	2,488	2,104	6,682	5,403	1,939	1,270	1,469	1,152	2,724	1,965

Table II. (A).—Northern Division.

Specific Subjects.

No. of Subject.	Name of Subject.	No. 15. (Mr. Calder.) Presented. 1.	2.	3.	Passed. 1.	2.	3.	No. 16. (Mr. Muir.) Presented. 1.	2.	3.	Passed. 1.	2.	3.	No. 17. (Mr. Andrew.) Presented. 1.	2.	3.	Passed. 1.	2.	3.	No. 18. (Dr. Stewart.) Presented. 1.	2.	3.	Passed. 1.	2.	3.
1	Mathematics	469	93	7	334	79	7	95	42	4	79	28	4	217	69	50	167	64	41	626	197	57	482	169	39
2	Latin	382	154	61	283	130	40	107	44	28	77	31	14	286	172	91	246	147	72	641	275	124	508	234	112
3	Greek	8	9	2	8	9	2	1	—	—	1	—	—	31	23	6	30	21	6	23	7	7	21	7	7
4	French	287	155	45	255	137	44	78	33	19	70	25	18	220	127	96	176	102	79	697	400	163	558	307	126
5	German	61	35	14	60	35	13	12	2	—	12	2	—	39	20	16	38	20	16	95	29	18	64	22	14
6	Agriculture	38	6	—	33	5	—	6	1	7	6	0	6	158	23	95	125	19	89	285	109	144	265	102	102
7	Domestic Economy	389	235	226	298	215	191	89	41	46	52	41	38	223	288	156	193	243	141	1,214	697	581	980	604	494
8	Phonography	169	76	11	137	64	10	33	10	—	29	6	—	3	—	—	3	—	—	94	20	6	78	17	6
9	Bookkeeping	82	20	—	43	2	—	6	—	—	6	—	—	—	—	—	—	—	—	102	34	—	55	16	—
10	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	30	—	—	26	—	—	37	—	—	14	—	—
11	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12	Physical Geography	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Geology	—	—	—	—	—	—	—	—	—	—	—	—	26	—	23	17	—	23	—	—	—	—	—	—
15	Gaelic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals	1,885	783	366	1,451	676	307	427	173	104	332	133	80	1,233	722	533	1,021	616	467	3,814	1,768	1,100	3,025	1,478	900

TABLE II (A).—NORTHERN DIVISION—*continued.*

SPECIFIC SUBJECTS—*continued.*

No. of District.		No. 19. (Mr. Lobban.)						No. 20. (Mr. Macleod.)						No. 21. (Mr. Robertson.)					
No of Subject.	Name of Subject.	Presented.			Passed.			Presented.			Passed.			Presented.			Passed.		
		1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	Mathematics	260	90	36	182	70	32	116	76	20	93	56	16	258	61	39	153	36	30
2	Latin	286	130	66	161	102	41	127	75	58	79	70	48	294	147	53	201	104	39
3	Greek	21	8	14	17	7	10	14	5	7	13	4	5	22	9	6	19	7	6
4	French	248	110	57	127	63	37	146	57	19	108	50	13	111	51	32	77	34	26
5	German	29	16	20	23	13	14	21	13	1	20	13	1	11	2	—	8	2	—
6	Agriculture	62	14	—	33	11	—	84	108	22	55	84	16	198	98	90	152	84	75
7	Domestic Economy	184	96	163	118	60	121	118	185	100	98	171	84	332	252	81	260	196	59
8	Phonography	—	—	—	—	—	—	20	7	1	20	7	1	7	3	2	7	3	2
9	Bookkeeping	8	8	8	8	8	8	—	—	—	—	—	—	—	—	—	—	—	—
10	Navigation	—	—	—	—	—	—	59	10	—	22	5	—	415	78	—	275	57	—
11	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	27	—	—	25	—	—
12	Physical Geography	—	—	—	—	—	—	—	—	—	—	—	—	9	—	—	9	—	—
13	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	1	—	—
14	Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15	Gaelic	—	5	—	—	4	—	—	—	—	—	—	—	14	9	11	12	3	3
	Totals	1,098	477	364	669	338	263	705	536	228	508	460	184	1,700	710	314	1,199	526	240

TABLE III.

Northern Division.

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Phonography.	Book-keeping.	Navigation.	Magnetism and Electricity.	Physical Geography.	Animal Physiology.	Botany.	Mechanics.	Geology.	Gaelic.
1893 - - -	2,882	3,601	223	3,151	454	1,548	5,696	462	268	629	27	9	2	—	1	49	39
1892 - - -	2,560	3,375	250	2,872	439	1,833	5,449	366	326	406	—	23	26	13	2	69	71
Increase - - -	322	226	—	279	15	—	247	96	—	223	27	—	—	—	—	—	—
Decrease - - -	—	—	27	—	—	285	—	—	58	—	—	14	24	13	2	20	32

TABLE IV.—Northern Division.

Grants under 19 A (2) and (3); B I. (*a*); and E, with Approximate Per-centages.

District.	Total No. of Departments.	Numbers and Approximate Per-centages.	Organisation and Discipline. Number of Departments paid at			Singing. Number of Departments paid at			Children in and under Standard III. Number of Departments classed as				Children above Standard III. Number of Departments classed as				Gratuities to Pupil-Teachers. Number paid at			Deductions.
			1*s.* 6*d.*	1*s.*	0.	1*s.*	6*d.*	0.	Excellent.	Good.	Fair.	0.	Excellent.	Good.	Fair.	0.	60*s.*	40*s.*	0.	
1. Mr. Calder	125	Numbers	74	51	—	118	7	—	25	83	10	—	6	69	21	—	46	69	23	2 tenths.
		Per-centages	59·2	40·8	—	94·4	5·6	—	21·2	70·3	8·5	—	6·2	71·8	22·	—	33·3	50	16·7	—
2. Mr. Muir	146	Numbers	115	30	1	74	48	24	50	71	20	1	19	83	33	1	33	36	6	—
		Per-centages	78·8	20·5	·7	50·7	32·9	16·4	35·2	50	14·1	·7	14·	61·	24·3	·7	44·	48	8	—
3. Mr. Andrew	135 + 2 sub-schools.	Numbers	101	34	—	98	29	8	31	96	8	—	17	103	14	—	44	23	9	1 tenth.
		Per-centages	74·8	25·2	—	72·6	21·4	6	23·	71·1	5·9	—	12·7	76·8	10·5	—	58	30·2	11·8	—
4. Dr. Stewart	363	Numbers	285	74	4	282	77	4	72	250	38	2	22	222	75	14	88	113	77	20 tenths.
		Per-centages	78·5	20·4	1·1	77·7	21·2	1·1	20·	69	10·5	·5	6·6	66·7	22·5	4·2	31·7	40·6	27·7	—
5. Mr. Lobban	149 + 25 sub-schools.	Numbers	78	70	1	59	72	18	5	97	46	1	4	100	41	1	20	29	22	1 tenth.
		Per-centages	52·3	47	·7	39·6	48·3	12·1	3·4	65·	30·9	·7	2·7	68·5	28·1	·7	28·2	40·8	31	—
6. Mr. Macleod	94 + 14 sub-schools.	Numbers	52	38	4	40	37	17	20	55	19	—	6	46	36	—	7	8	11	—
		Per-centages	55·3	40·4	4·3	42·5	39·4	18·1	21·3	58·5	20·2	—	6·3	52·3	40·9	—	27	30·7	42·3	—
7. Mr. Robertson	207	Numbers	162	45	—	80	94	33	22	131	54	—	5	84	112	2	36	19	48	1 tenth.
		Per-centages	78·3	21·7	—	38·6	45·4	16	10·6	63·3	26·1	—	2·4	41·4	55·2	1	35·	18	47	—
Totals	1,219 + 41 sub-schools.	Total Numbers	867	342	10	751	364	104	225	783	195	4	79	707	332	18	274	297	196	25 tenths.
		Per-centages	71·1	28	·9	61·6	29·9	8·5	18·6	64·9	16·2	·3	7	62·2	29·2	1·6	35·7	38·7	25·6	—

TABLE V.—Northern Division.

Class Subjects, with Approximate Per-centages.

District.		English.				Geography.				History.			
		No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at		
			2s.	1s.	0.		2s.	1s.	0.		2s.	1s.	0.
1. Mr. Calder		97	75	22	—	86	65	21	—	70	48	22	—
	per cent.	77·3	22·7	—	—	75·6	24·4	—	—	68·6	31·4	—	
2. Mr. Muir		129	66	50	13	116	74	30	12	89	60	21	8
	per cent.	51·2	38·8	10·	—	63·8	25·9	10·3	—	67·4	23·6	9	
3. Mr. Andrew		134	106	26	2	132	115	15	2	81	57	21	3
	per cent.	79·1	19·4	1·5	—	87·1	11·4	1·5	—	70·3	26	3·7	
4. Dr. Stewart		331	243	83	5	334	283	46	5	96	80	16	—
	per cent.	73·5	25·	1·5	—	84·7	13·8	1·5	—	83·3	16·7	—	
5. Mr. Lobban		146	68	72	6	144	84	56	4	103	70	27	6
	per cent.	46·5	49·3	4·2	—	58·3	39·	2·7	—	68	26·2	5·8	
6. Mr. Macleod		87	62	23	2	85	45	33	7	66	30	32	4
	per cent.	71·3	26·4	2·3	—	55·	38·8	8·2	—	45·5	48·5	6	
7. Mr. Robertson		201	95	97	9	201	152	49	—	169	108	54	7
	per cent.	47·3	48·2	4·5	—	75·6	24·4	—	—	63·9	32	4·1	
Total		1,125	715	373	37	1,098	818	250	30	674	453	193	28
Total		per cent.	63·6	33·1	3·3	—	74·5	22·8	2·7	—	67·2	28·6	4·2

TABLE V.—NORTHERN DIVISION—*continued.*

CLASS SUBJECTS, with Approximate Per-centages—*continued.*

District.	Elementary Science.				Needlework.					
	No. of Departments.	Number of Departments paid at			No. of Departments.	Number of Departments paid at			No. of Departments under 19 A (4) paid at	
		2*s.*	1*s.*	0.		2*s.*	1*s.*	0.	1*s.*	0.
1. Mr. Calder	3	3	—	—	21	18	3	—	98	—
	per cent.	100	—	—	—	85·7	14·3	—		
2. Mr. Muir	—	—	—	—	3	1	2	—	117	—
	per cent.	—	—	—	—	33	67	—		
3. Mr. Andrew	4	4	—	—	9	8	1	—	126	—
	per cent.	100	—	—	—	89	11	—		
4. Dr. Stewart	8	7	1	—	13	13	—	—	346	3
	per cent.	87·5	12·5	—	—	100	—	—		
5. Mr. Lobban	—	—	—	—	1	—	—	1	144	5
	per cent.	—	—	—	—	—	—	100		
6. Mr. Macleod	—	—	—	—	—	—	—	—	88	6
	per cent.	—	—	—	—	—	—	—		
7. Mr. Robertson	2	1	1	—	9	6	3	—	200	5
	per cent.	50	50	—	—	67	33	—		
Total	17	15	2	—	56	46	9	1	1,119	19
Total	per cent.	88	12	—	—	82	16	2	—	—

TABLE VI.—(Whole Division)—Approximate Per-centages.

Children in and under Standard III.

Rates of Payment.	Excellent.	Good.	Fair.	0.
Per-centage of departments at the various rates - - -	18·6	64·9	16·2	·3

Organisation and Discipline.

Rates of Payment.	1*s.* 6*d.*	1*s.*	0.
Older children - - - -	70·7	28·5	·8
Infant departments - - -	79·7	20·3	1·

Singing.

Rates of Payment.	1*s.*	6*d.*	0.
Older children - - - -	59·3	31·7	9·
Infant departments - - -	98·6	1·4	—

Pupil-teachers.

Rates of Payment.	60*s.*	40*s.*	0.
Per-centage at each rate - -	35·7	38·7	25·6

SCOTCH EDUCATION DEPARTMENT.

TRAINING COLLEGES

OF

SCOTLAND.

REPORTS AND PAPERS.

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REPORT, *for the Year* 1893, *by* JOHN KERR, Esq., M.A. Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES OF SCOTLAND.

MY LORDS,

I HAVE the honour to present my annual report on the Training Colleges of Scotland for the year 1893.

There have been no noteworthy changes in respect of staff, attendance, or management since my last report.

The number of students this year is 854, of whom 296 are males and 558 females. All but about 3 per cent. have been pupil-teachers. Of the 537 bursaries offered, 296 are held by males and 241 by females. In the Episcopal College, board and education are supplied for an annual payment of 12*l.*, an arrangement which may be regarded as equivalent to the holding of a small bursary.

The following table shows how they are distributed among the colleges, and their annual salary after two years' residence. I am glad to note an appreciable if not very striking rise in the amount during the last six years :—

Name of College.	Males.		Females.		Average Annual Salary after Two Years' Residence in Training Colleges.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	Males.	Females.
					£ s. d.	£ s. d.
Edinburgh, Church of Scotland -	29	34	54	42	77 0 0	58 0 0
„ Free Church - -	30	35	42	53	78 11 6½	56 4 9
„ Episcopal Church -	—	—	30	27	—	67 5 0
Glasgow, Church of Scotland -	29	32	53	45	82 0 0	65 0 0
„ Free Church - -	31	32	54	43	75 0 0	60 0 0
Aberdeen, Church of Scotland -	10	10	29	31	75 0 0	50 18 0
„ Free Church - -	12	12	28	27	75 8 0	56 1 0
Totals - - -	141	155	290	268	In some cases there is a house in addition.	

Admission examination.

The number of candidates who presented themselves for the admission examination in July was 1,393 as against 1,003 in 1892. This increase of 390 is no doubt largely due to the arrangement by which pupil-teachers in their last year must pass this instead of a separate examination as formerly. There were 270 males and 1,123 females; of the former 254, and of the latter 1,038 had been pupil-teachers. Of those who had been pupil-teachers upwards of 77 per cent., and of those who had not, nearly 42 per cent. passed the examination. Only those who pass in the first or second class are admissible into training colleges. Of the males, 137, and of the females, 552 were placed in these classes. The number of males who completed their training in December last was 155. The number of males will probably thus be diminished, and the number of females increased, by 18. The number of females who completed their training was 268. To fill their places and the 18 above mentioned there are 552 qualified, and thus 266 will, as in former years, either seek other employment, or after serving as acting teachers for a

longer or shorter period, become certificated without being trained. To these must be added 352 who passed in the third class, a considerable number of whom will continue to be teachers. Many of these will no doubt find suitable employment either as assistants or provisionally certificated teachers of small schools, in which high attainments are not required and the emoluments are comparatively small, but it is a matter for regret that every year upwards of 200 candidates who have by examination proved their fitness for training should not have it put within their reach. The result seems inevitable—a further increase of the untrained element, already undesirably large. Coupled with this is a decrease of masters and an increase of mistresses, which may have results unfavourable to education. The difficulty of obtaining suitable male candidates as pupil-teachers is a steadily increasing one.

Admission to training colleges.

Anomalies continue.

I have again to refer to the unsatisfactory conditions that regulate the admission of female students to training colleges. The case of the male students presents no difficulty, as there is room for them all. While the anomalies are not so striking as last year, they are sufficiently so to call for a remedy. In one Free Church college no candidate could be admitted below 184 on the general list, and a number of first-class candidates were refused. In the other two colleges candidates as far down as 406 were admitted. In two of the Church of Scotland colleges the numbers 280 and 285 were the lowest admitted. In the other a candidate as far down as 474 got admission. The extension of numbers for admission subsequently granted by the Department slightly alters these figures, but not to the extent of removing the anomaly. The question is far from simple. Were the colleges not only subsidised by but actually the property of Government, instead of being under private management, the remedy would be easy. Each candidate could be required to specify in the order of choice the names of the seven colleges where she wishes to become a student. When the results appeared, her place on the list combined with the choice indicated, would determine the college to which she might go if she chose. But the colleges remaining as they are, might they not each contribute into a common fund as much as they now expend on scholarships, and agree as to the distribution of this fund among the candidates who top the general list for Scotland?

Colleges only nominally denominational.

The figures indicating that the colleges are to a large extent only nominally denominational are not so striking this year as last, but sufficiently so to be interesting and instructive.

DENOMINATION OF STUDENTS IN ATTENDANCE.

In the Edinburgh C.S. College 104 are C.S. and 62 of other denominations.

In the Edinburgh F.C. College 95 are F.C. and 72 of other denominations.

In the Edinburgh Epis. Coll. 33 are Epis. and 26 of other denominations.

In the Glasgow C.S. College 114 are C.S. and 71 of other denominations.

In the Glasgow F.C. College 75 are F.C. and 108 of other denominations.

In the Aberdeen C.S. College 53 are C.S. and 27 of other denominations.

In the Aberdeen F.C. College 56 are F.C. and 23 of other denominations.

Totals	530	389

I welcome the proposal that will be carried out next year of a Roman Catholic training college in Glasgow. In Roman Catholic schools more than in any portion of the educational field was the untrained element most undesirably large. A very eligible sight has been procured for a residential college with dormitories for from 30 to 40 students, and abundant space for extension if necessary. It is proposed to commence a preparatory class at Midsummer of 1894. That schools of this class will benefit largely by the establishment of such an institution cannot be doubted. New Roman Catholic training college.

I am glad to report that the dinner scheme set on foot last year for the students in the Established Church and Free Church Colleges in Edinburgh has been so far successfully carried out, and that there is a very fair prospect of its becoming a permanent institution. About 80 students have taken advantage of the offer of a plain but substantial well-cooked dinner at a very moderate charge. The principals of the colleges preside in the respective dining halls. A sufficient guarantee is thus secured for the management of the scheme being in every way what it ought to be. As the result of last year's experiment a not inconsiderable sum has been put aside as the nucleus of a permanent fund. The principals give a most encouraging account of the beneficial results of the scheme in all respects, moral, social, and physical. Dinner scheme.

There are no noteworthy changes in the practising schools attached to the various colleges. All are largely attended and efficiently taught. The practice of taking the students to board schools and other institutions is still kept up with advantage. Practising schools.

The character of the lectures, criticism, and model lessons which I have heard in the various colleges is not materially different from that of former years. There are, of course, various degrees of merit, but the lecturers and teachers are as a whole a very competent body. Tutorial assistance continues to be given in several of the colleges, some preparatory for, some independent of, University work. The time so spent is of great value to the student. Lectures, criticism, and model lessons.

The Principal of the Aberdeen F.C. College remarks :—

"A variety has been introduced this year in the way of what may be called 'Notion' or 'Concept' lessons. An idea is given to a student without previous notice, say the idea of 'slowness,' 'tartan,' 'per cent.,' and he is required in a few minutes to get that idea firmly implanted in the minds of the class. This is found to promote clearness of thinking, and to some extent, at least, to counteract the prevailing tendency of young teachers to wander from the point."

The improvement in French pronunciation is very gratifying in the Edinburgh and Aberdeen Colleges. A steadily increasing number, especially of female students, have broken ground in the language while pupil-teachers, and make a good use of their two years' residence. The reading of the male students is on a considerably lower level. I am sorry that I cannot report the same amount of progress in the Glasgow colleges. Under a very competent French master, as the teacher there certainly is, it is disappointing to find that the part of the subject which especially requires teaching, which cannot be got afterwards, and which a native Frenchman can do better than anyone else, apparently receives little, and, at any rate, too little, attention. Translation and knowledge of syntax can be acquired by private study, but pronunciation must be taught. French.

I find in some of the colleges that the lessons proposed to be taught before me are much too long, ranging from 25 or 30 minutes to an hour. Such lessons are out of all proportion to the time available, and the result is that after a quarter of an hour only the fringe of the subject Lessons by students.

has been touched. They ought to know and probably do know, that more than 15 to 20 minutes is neither necessary nor possible, and should make notes to correspond, and preferably to the shorter of the two periods.

Acquirements of Candidates for Admission.

The reports of the revisers of admission papers are in scarcely any respect different from those of former years. English is, on the whole, considerably better, but the answers to questions on literature are somewhat meagre and give evidence of the need of wider reading. This is not matter for surprise. The time which the average pupil-teacher spends in teaching during the day, and preparation of lessons in the evening, leaves extremely little time for anything outside of routine work. Some remedy for this seems necessary if the system is to work satisfactorily. Spelling is generally very good. The general account of school management papers is not so favourable as formerly. The subject seems, as a rule, not to be methodically taught. Notes of lessons are not satisfactory. Euclid is in too many cases wanting in accuracy. Arithmetic is, on the whole, very fair, but short methods and mental calculation do not receive sufficient attention. The domestic economy papers show considerable intelligence and the ground has been carefully covered; but a great many of the answers have a bookish rather than a practical look, and are vague and incomplete. In geography there is an apparent want of uniform preparation for examination. The papers show all the excellencies and defects of a system in which the tuition is largely a matter of accident. The unprecedentedly large failure in this subject is no doubt due to the paper being more difficult than formerly in order to the awarding of prizes offered by the Royal Geographical Society. It is difficult to believe that sufficient allowance has been made for this in settling the revision standard. In history the great majority show a satisfactory knowledge of the general course of British history, and sufficient equipment for entering upon the study of a special period which they may be required to teach. Such study will, however, be necessary if the work is to be well done. In languages, Latin accidence is creditable, but syntax is weak. Unseen translation is very poor by a great many; and here, as in all such examinations, wherever held, there is much wild guessing and translations that have no possible meaning. In Greek some of the papers are very good, but many very poor. French is, on the whole, weak in respect of accurate grammatical knowledge. In German there is great variety of merit; some do very well, others should not have attempted the paper. In music a higher per-centage of marks was gained in the old than in the new notation, and a large majority choose the old in preference to the new. The papers show a competent knowledge of musical notation for the purpose of singing or playing from notes, but more practice in writing music is required.

It is however necessary, in comparing the results of this with those of former years, to bear in mind that the examination this year, besides being one for admission to training colleges was also the final examination of pupil-teachers, many of whom came up to complete their apprenticeship and not as candidates for Queen's scholarships. The increase of 390 already referred to is doubtless made up largely of those who did not mean to continue in the profession of teaching, or who knew that a Queen's Scholarship was beyond their reach. It was inevitable that the general level of the results should, in these circumstances, be lowered.

Mr. Barrie:—

English.

"The English papers entrusted to me for revision compared very favourably with those of former years. Several of the essays showed marked ability, and many were very good. Parsing and analysis were, as a rule, very satisfactory, although 'blended form,' in parsing, and 'but had a rougher task,' in analysis were frequently misunderstood. The paraphrasing was better done than I have ever seen it in admission papers.

"Most of the candidates gained the full marks attached to Question 4, and Questions 5 and 6 were very well answered upon the whole.

"In Question 7 the first sentence was very often supposed to be corrected by the substitution of 'shall' for 'will,' and the third was often stated to be correct.

"Many of the candidates were very much at sea in the first part of Question 8, but most of them answered the second part creditably."

Mr. Marshall points out inaccuracy of punctuation, inelegance of form, and meagreness of matter in composition. Grammar also he found weak. Analysis is often correctly done, but in many cases unintelligently. He adds:—

"Paraphrase is too often an attempt to reproduce every word by putting another in its place. The etymological question is not exactly answered. The candidates do not know the difference between the English and the foreign element. The word-building is generally competently performed. The sentences given to correct are often misapplied.

"The literature question was not likely to be anticipated, and still a few give the exact dates of the works cited in the last section. The first half is sometimes answered well—particularly in relation to Dickens."

Mr. Waddell:—

"I beg to submit a report upon 271 papers on English written by candidates at last Admission Examination.

"As a body, these papers are of fully average merit and possess the usual characteristics of such work.

"The composition, which includes a fair representation of all the prescribed subjects, is copious and flowing, but pretty often falls short in care, connexion, and point.

"The questions on parsing and analysis are creditably done. In the former branch the chief error, and a pretty frequent one, is the parsing of 'form' as a noun. In the latter there is a persistent recurrence of two defects; the noun and adjective clauses are not referred with sufficient accuracy to their *word* in the chief clause, but only to the clause at large; and no definition is given of the sentence as a whole after its component parts have been discussed.

"While the question on paraphrasing is well treated, one can readily observe in the papers traces of two opposing views on the object to be aimed at in the exercise. Many candidates supply a brief, sensible, synopsis of the general drift of the passage: the others think it their duty to give a faithful and detailed reproduction of all the separate phrases.

"The question on adjectives seems to have misled the candidates. Quite a number of them have answered it in a way which shows that they expected eight or ten marks for it; others have secured the two marks available by an answer of three or four lines. It has thus merely added a small constant quantity to the marks of all candidates.

"The answers on derivation, correction of sentences, and literary history all show sound knowledge combined with occasional startling freaks of error.

"The question on the force of certain suffixes has proved rather unsatisfactory in its results. Anyone can, by a slight appeal to his ingenuity, estimate pretty fairly what such suffixes mean in any given case; but what nine-tenths of the candidates put on paper is 'state or condition' after almost every one on the list."

Mr. Welsh :—

"English papers worked by 374 female candidates were submitted to me for revision. A large proportion of the candidates had been pupil-teachers, and had consequently been trained on the lines of the examination paper.

"The sections relating to parsing and analysis were the parts most successfully treated, although there were occasional instances of most unintelligent grasp of the passages set. The paraphrase was not a success, and a very large proportion of the essays, on one of four prescribed subjects, gave indication of very feeble power of composition. The derivations of words and the force of suffixes was tolerably well given, generally speaking, but some of the guesses hazarded had not even the merit of ingenuity.

"It was surprising how few were able to detect the inaccuracies in the simple sentences given for correction, and sometimes, when a correct rendering was given, the reasons assigned for the changes were wide of the mark. A great many gave no reason at all.

"Fair marks were obtained by many for knowledge of authors and the works in which certain characters occur."

Mr. Walker :—

School management. Males.

"All the papers of the male candidates, 271 in number, were sent to me for revision. On the whole they show a very fair knowledge of the subject, much of it, however, obtained not from actual experience but from text-books. The style of handwriting continues to improve, chiefly from the adoption of what is known as the Civil Service model. Errors in spelling are trivial and not numerous, the only persistent one being 'pronounciation.' Composition is somewhat loose, and most of the papers contain much irrelevant matter.

"The section in which answers were least satisfactory was the first, dealing with the recitation and the reading lesson of a senior class. The candidates did not seem to understand what is meant by 'teaching notes,' and in most cases dealt very inadequately with only a small portion of what came legitimately within the scope of the question. The explanation no doubt is that pupil-teachers generally have had very little experience in the teaching of senior classes. In many cases also the shortcoming was the result of pure ignorance of the events referred to in the passage from Macaulay and of the meaning of the extract from Milton.

"Only three attempted the kindergarten question, and they knew little about it, the obvious reason being that boys are seldom employed in infant schools.

"Section D.—mental arithmetic for Standard II. and a first lesson in compound subtraction—was not well done. It seems quite evident that mental arithmetic is not nearly so much practised as it ought to be. As to compound subtraction, there was much hazy statement about borrowing and lending, but great absence of common sense.

"Section H.—notes of lessons—was marked by the usual amount of vain repetition, following the lead of the text-books, which insist on an arrangement in three columns, and a constant use, and abuse, of the terms 'educe' and 'elicit,' generally written 'ellicit' and 'illicit.'

"One piece of advice, often given before by everyone who has had to do with the revision of these papers, has again to be repeated: Before attempting to answer a question read it carefully; take up all the points in it in order, and no others."

Mr. R. Calder :—

"The 383 papers on school management entrusted to me for revision were all worked by female candidates at three different training colleges.

"So far as a knowledge of the subject is concerned the papers are only of fair quality, but the penmanship is creditably good.

"As a rule the papers worked by candidates who have been pupil-teachers gain a higher average number of marks than those of candidates who have not been apprenticed; but, strange to say, the four or five papers gaining the lowest number of marks are written by pupil-teachers.

"In arranging the matter for a lesson the non-pupil-teachers generally do it very badly. They huddle a number of facts together without any proper

sequence or attempt to make one point lead up to the following. The pupil-teachers, as a rule, pay some attention to this.

"I have been much struck by the defective answering of the first question, which is the most important in the paper, so far as teaching is concerned. In it two passages are given, one from Milton's L'Allegro and another from Macaulay's Essay on Pitt, and the candidates are asked to show how they would give an advanced class a full understanding of the meaning, &c. of one of these passages. A considerable number of the candidates make no attempt to answer the question, and a still larger number who try it are satisfied with giving a few synonyms of single words as what they consider necessary to enable the pupils to understand a passage abounding in figures of speech and allusions of various kinds. Others, again, give a general statement about the teaching of reading or recitation without any reference to the passage specified for the lesson, and only a very few indeed give what can be considered a good answer. On the whole it is the worst answered question in the paper.

"I can only account for this by supposing that pupil-teachers during their apprenticeship are too much confined to the teaching of the lower classes, and have little or no opportunity given them of learning how to teach the upper classes of a school, or even to prepare lessons suitable for such classes. On the other hand, the 'notes of a lesson' for infant and junior classes are generally satisfactory both as to matter and form.

"In the grammatical section of the paper the explanation of the complex sentence is very feebly done by the great majority attempting it; and of those who take the alternative question on the order in which they would teach the parts of the verb, only a small proportion take them in a rational order or give their reasons for the sequence they propose to adopt, without which an answer is of very little value.

"In a first lesson on compound subtraction the process of 'borrowing' and 'paying back,' which is very generally adopted, is not explained to the class by more than two or three of the candidates.

"Another defect appearing in the papers is the tendency of some of the candidates to answer one question so profusely that they have neither time nor space for the proper treatment of the others. One candidate thus occupied half the available space of her paper with one answer (which after all did not gain more than half the marks allowed for a good answer), with the result that she could then only hurriedly answer two or three of the other seven questions."

Mr. Whyte:—

"The papers on school management sent me for revision are considerably below the level of those I examined last year. A few papers are of outstanding excellence, being models of what such papers should be alike as regards form and matter. They show the writers of them to have an intelligent grip of the principles underlying the subject, and a power of arranging their ideas in logical sequence, as well as a command of crisp forcible English in giving expression to them. After these there are some good or very fair papers, but fully one half of the candidates make a very indifferent appearance. They seem to have gone on teaching by rule of thumb without once giving a thought to the reasons for the methods pursued. Narrowness of view and lack of intelligence are all-pervading, and the extreme meagreness of the general reading of the candidates comes out in the deplorably weak attempts to explain the passages from Milton and Macaulay in the first section.

"The answers to questions in the other sections of the paper were in their own way equally convincing witnesses not only of the prevailing destitution of ideas in regard to the principles of teaching, but also of the need for wider general reading. A large number of the papers were disfigured by the most flagrant violation of the rules of syntax, and, as regards composition, would have been considered discreditable productions in the case of average 6th Standard children. It is noteworthy that in this subject, which might be considered the pupil-teachers' own domain, the papers written by non-pupil-teachers were a long way above the average not only in point of literary merit,

but also in knowledge of methods, and intelligent appreciation of the theories on which they are founded."

Mr. Munro :—

School management.

"Of the 374 papers sent me for revision three were blanks, the candidates having been absent.

"The maximum number of marks allowed for the paper was 75. The following table will show the average marks obtained :—

College.	Candidates.			Marks out of 75.	
	Pupil-Teachers.	Non-Pupil-Teachers.	Total.	Pupil-Teachers.	Non-Pupil-Teachers.
Aberdeen E. C. - - - -	85	17	102	38·4	37·3
Glasgow E. C. - - - - -	258	11	269	36·9	27
Total - - - - -	343	28	371	37·3	33·4

"The lowest mark is 12 per cent., the highest 90·7 per cent. Of the whole 371, as many as 198 fall below 50 per cent."

The following is a summary in a necessarily abridged form of Mr. Munro's further remarks on this subject :—

On the whole the results are not satisfactory. There is considerable weakness in general knowledge, composition, and spelling. Too often the candidates fail to appreciate the meaning of the questions. Their experience as pupil-teachers has, however, taught them the routine procedure of teaching, and many have made an effort to study some text-book on method. The object lessons were nearly always merely *verbal* lessons, and there were few attempts at realistic teaching, and not many were successful in showing what means they would take to secure interest in a lesson.

Mr. MacLeod :—

Geometry.

"The geometrical papers were up to the average of former years in point of merit. A few papers were very good or indeed excellent, and to balance those were quite as many papers, done by pupil-teachers, which were worthless. Perhaps there were fewer inaccuracies than usual in definitions, although serious blunders have not yet entirely disappeared from this part of the work. Careless work of that sort I fear can only point to careless instruction.

"Question 3 was to prove that two circles cannot touch in more than one point. The first two parcels which I examined contained several papers in which the question was attempted; but all the attempts were vitiated by the same form of fallacious demonstration and no marks were given for the proof. It was evident that copying was out of the question, and so many identical methods pointed to a common source of information. I resolved now to examine the text-books, and the first which I laid my hands on was Todhunter's edition, in which the 'proof' was exactly as reproduced by the candidates. It seemed to me now but fair that I should go over the papers of those parcels again and give full marks for that to which none were previously assigned, because it would hardly be fair to expect these young people to be critics in mathematics, or to blame them for being oblivious to the fallacy which imposed upon a Cambridge Don. What is more surprising to myself than Mr. Todhunter's erroneous demonstration is the character of his notes on the theorem which are as feeble as the demonstration.

"It seemed to me that the algebraic papers were above average in point of merit. The logical arrangement of the solutions was an indication of careful instruction. I regret, however, to find errors of a kind commented on by me in former reports, such as equating to zero fractional expressions whose numerator and denominator were equivalent, and expressing the value of an unknown quantity in terms of that unknown. The resolution of expression into factors was on the whole well done.

"Female candidates took the mathematical paper the first time this year. Several of them attempted the algebra alone, and scarcely one of them did even fairly well. Of those who attempted the whole paper, one got 70 per cent. of marks, one 60 per cent., one 56 per cent., one 49 per cent., two 40 per cent., a very few between 20 and 30 per cent., while the rest were worthless."

Mr. Black :—

Arithmetic. "Of the 271 papers revised, 257 were worked by pupil-teachers, with the following results :—

46	(18 per cent.)	gained	90 per cent. or more	of the marks.	
90	(35 „)	„	from 70 to 89	per cent.	„
74	(29 „)	„	„ 50 to 69	„	„
33	(13 „)	„	„ 30 to 49	„	„
14	(5 „)	„	under 30	„	„

"Stated in less detail, 136 (or nearly 53 per cent. of the whole) made 70 per cent. or more of the total marks, while 47 (or 18 per cent. of the whole) made less than 50 per cent.

"A very satisfactory proportion of the candidates showed accurate and intelligent acquaintance with both principles and methods, and set down the work with commendable neatness, clearness, and brevity.

"Two errors in principle, which often appeared in papers otherwise of high merit occurred in the solution of Questions 9 and 11. In the former, the candidates after correctly finding the difference between 100*l.* invested in the 3 per cents. at 97½ and 100*l.* invested in the 3½ per cents. at 117, assumed that this difference in income emerged from the investment of 100*l.* (instead of 200*l.*), and brought out the total investment as half of what it should be. In the latter it was forgotten that the clock gained 5 minutes, not in 24 of its own hours, but in 24 true hours; that is, that the clock marked $24\frac{1}{2}$ of its own hours before the gain of 5 minutes accrued.

"A much more serious error in principle occurred, not often certainly, but oftener than it should in connexion with Question 3, which was simply a variation of a problem with which one would have expected all the candidates to be familiar. And yet the unpardonable mistake was made of adding the time taken by each in doing a piece of work to arrive at the time taken by all when working together.

"Two defects in method, entailing unnecessary figuring and consequent liability to errors in computation, were also somewhat prominent. In Question 4 many found the price of each of the three quantities and added the three answers instead of simply adding the quantities and finding by a single calculation the price of the whole. In Question 12 again, while some worked the problem by means of a simple statement occupying a couple of lines, a considerable number filled from a half to a whole page with calculations embracing sums reaching hundreds of thousands in magnitude.

"With two or three exceptions the 14 candidates who had not been pupil-teachers did not, either in the marks gained or in the general quality and finish of the work, come up to the level of the pupil-teachers. Of the 14, seven scored 50 per cent. or more, and seven scored under 50 per cent."

Mr. Gall :—

"The papers sent to me for revision numbered 374 in all, and were worked by the candidates at Aberdeen and Glasgow E. C. Training Colleges.

"As a whole the exercises were written with much neatness, many of them being models in this respect. With regard to the subject itself they showed that the ground had been gone over, but with varying degrees of success.

"In Question 1, it was apparent that many did not know the force of the signs *of* and ÷, as they frequently linked the wrong terms together in working. In Question 12, the meaning of discount and how it is calculated, were not clearly understood. In Question 14, a large proportion failed to take note of the rise in price.

"The 1st, 2nd, and 8th questions were attempted by the largest number of candidates, the 5th and 11th by the fewest. While the questions were all within what might fairly be expected of such candidates, the maximum of marks was gained only by 14, a number which certainly cannot be considered large.

"One cause of loss of marks was inattention to the exact terms of the question. This was pretty common in the fourth and seventh sums, where frequently only partial answers were given. Many candidates failed to take advantage of *cancelling* in order to shorten the work, notably in the second and third questions; and in the array of unnecessary figures thus created, the chances of error were greatly increased.

"The methods adopted were occasionally somewhat cumbrous, and slips in computation were not so rare as one could wish. If I might be allowed to suggest, an easy paper in mental arithmetic might profitably be set. It would lead candidates to study short methods, and tend to greater accuracy in the use of the simple rules."

Mr. Miller:—

"The following analysis of a group of 85 papers from the Glasgow F. C. College describes very closely the quality of the papers generally. In this group of 85 papers, 18 are excellent, 36 are good, 22 are fair, and 9 fall below fair. This shows that the successful candidates will enter the various colleges fully abreast of the demands made upon them in this subject. The weak papers owe their weakness pretty equally to natural inability on the part of the candidates, together with a tendency to place too great reliance on the left-hand pages of the examination book. The most successful papers certainly were those in which a minimum of dependence was placed on elaborate calculations. Thus in a highly successful paper worked by a Greenock girl, the left-hand pages of the examination book contained only about a dozen figures, and these in connexion with one question only. A careful study of the problem had given her the key to a direct and easy solution. The advantage of this style of work was clearly shown in the papers from the Elgin centre which were accorded uniformly high values, and were prominent for clear arrangement and concise method. It is to be hoped that with the more common introduction of mental arithmetic into the every-day life of the public school, this method of work will become emphasised in the papers given in at future admission examinations. 'The following points may be noted:—*Question* 1.—'Work more entirely on right-hand side of book. Cancelling and clear 'arrangement thereby secured. *Question* 2.—Involved work through neglect 'of cancelling too common. Frequent loss of marks as a result. *Question* 3.—'An easy sum frequently made difficult by elaborate method. *Question* 4.—'Frequent loss of marks through failure to perceive real value of an answer 'sensibly reached. *Question* 12.—Part of question relating to Discount 'frequently bungled. *Question* 14.—Most of those attempting it failed to 'see that its accurate solution involved *three* distinct proportion sums. Full 'value rarely given.'"

Mr. Topping:—

"Of 387 papers in Arithmetic revised by me, 347 worked by pupil-teachers reached the average mark of 70 per cent., and 36 by non-pupil-teachers 55 per cent. One-fourth of the pupil-teachers gained 90 per cent. and upwards of the possible, while four-fifths have earned at least half marks. Though below this point there are many wretched papers, some with totals that do not even reach double figures, the general result must be considered satisfactory. The papers may be roughly divided into four lots. In the first the full number of sums is as a rule accurately worked with neat arrangement and intelligent method. Then follows a section where slight inaccuracy, some needlessly involved methods and clumsy working diminish the value of the papers. In

the next class, where the marks run from 50 to 60 per cent., a good many exercises are perfectly accurate, but the candidates have only attempted the problems with which they are familiar, and show no power of tackling anything lying out of their usual rut. This wise discretion is seldom found in the lowest division. Inaccuracy and faulty methods increase rapidly, and the work of correction is rendered difficult in too many cases by want of fulness and care in setting down the working, and neglect of the rule referring to the separating and distinct numbering of the different questions; with the result that these papers present a continuous mass of cramped and crowded figures, where not even the answers are conspicuous, and the amount of pencilling shows by what desperate efforts this unsatisfactory result has been achieved.

"Question VI. on proportionate parts, one of the most frequently selected, stands first in point of accuracy. Question IX. on division of labour, Question VIII. a problem in compound proportion, and Question III. which involves little more than simple proportion, rank next in frequency of choice, and meet with corresponding success. Question I. on fractions is incorrectly worked by half who attempt it; Question X. on per-centages secures only 25 per cent. of correct solutions, and Question XIV. on stocks falls to the very low level of 10 per cent."

Mr. Scougal:—

"The papers on Domestic Economy revised by me (374, from two Training Colleges) leave on one's mind the impression that most of the candidates possess a creditable amount of knowledge regarding the practical parts of the subject, but fail to do themselves justice in setting forth what they know. Domestic Economy.

"The three chief causes of loss of marks are *meagreness* or *incompleteness*, *vagueness*, and *slovenliness* in the answering. As has often been pointed out in these reports, if the candidates would only take a little time to think out and carefully arrange, *before beginning to write*, the 'heads' necessary for an answer exactly pertinent to the question, and methodically and clearly set forth, they would vastly improve the average quality of their work.

"Many of the 'directions' given as to cooking and washing (especially the former) were so indefinite and so incomplete as to be useless or even misleading to those who did not already know what had to be done.

"The best answered of the practical questions was that on the cleaning of walls, wood-work, and fire-irons.

"The theoretical and scientific parts of the subject are less satisfactorily dealt with. The section on the composition and functions of food was very seldom well answered, and a good many of the candidates—even those who had been pupil-teachers—did not try it at all. The same remarks apply to the part of Question B. 4 on the classification of the commoner kinds of fish 'according to their *composition*'—a term that seems to have been seldom understood."

Dr. Smith:—

"The papers on Domestic Economy were on the whole well done. The style and general execution were much above those of previous years. There was also a greater air of freshness about the papers, the answers being less mechanical than hitherto. The greatest variety in answering occurred in the first question."

Dr. Dey:—

"There was not in the answers much that was absolutely wrong, but there was considerable variety of development in the information of the competitors. In many cases the knowledge seemed very much theoretical and bookish. Sentences and paragraphs were quoted from text-books without comment or apparent appreciation. Elaboration is not to be expected in an examination paper, but a few smart and intelligent asides impress the examiner with the thoroughness of the candidates' attainments. Theory and scientific analysis and composition are good, and not difficult of attainment from books, but the finishing touches that imply observation, neatness, taste, handiness, and trained intelligence are not so lightly come by. One could not help thinking

that the meat prepared by some of these amateurs would be wanting in relish, and that in an emergency their efforts would be confined to the endeavour to recall the sentences in the text-book bearing on the case."

Mr. Bathgate :—

Geography.

"The writers of these papers have presumably been increased, how far I cannot tell, by an influx of pupil-teachers who simply wish to complete their course, and would not otherwise have presented themselves as candidates for admission. It may also be said that the paper set is comprehensive and searching, requiring in the answers, intelligent arrangement and detailed information. In these circumstances, if the exemption mark be fixed at 25 out of 50 possible marks, the majority of the candidates fail to reach this standard. I revised 469 papers, and of these 267 get less than 25 marks. I may add that 183 got less than 20 marks. I must say that I think candidates getting less than 25 marks might profitably continue their studies in geography. If, on the other hand, marks below 25 entailed failure instead of continued study, a reconsideration of the mark might be desirable. In any case I bring the figures under the notice of their Lordships.

"The papers coming from three colleges are of all degrees of merit. The candidates at the Edinburgh Free Church College secure the highest proportion of passes. Those at the Glasgow F. C. College are a little behind them, while those presenting themselves at the Aberdeen F. C. College are decidedly inferior. Among the northern candidates there is a somewhat greater proportion of non-pupil-teachers, but the papers of the pupil-teachers are generally neat, and stiff in style, containing comparatively meagre information.

"As I remarked last year, a number of candidates fail to do themselves justice in a paper of an hour and a half, as they do two maps with unnecessary details (*e.g.*, numerous lines of latitude and longitude in a sketch map), and leave themselves little time for anything else. This difficulty in a competitive test arises no doubt from a want of uniform preparation for such examinations.

"Generally the map-drawing is pretty good, and often very good. But the colonial maps are much inferior to the European, and, as a previous examiner pointed out, they are often absurdly small. In the map of England the watersheds are badly placed. River and mountains are not correlated, and seem to be put down largely from the recollection of frequent casual inspection of the map.

"The other questions do not call for much remark. The shipping intelligence question proves a stumbling block. The majority of the candidates, even the best, lose three or four marks by failing to notice whether the foreign port is the starting point or the destination of the voyage, and by giving the probable cargo as if it were always the former. Careless reading of the fifth question also gives rise to a good many attempts to indicate 'British and German spheres of influence' without definite reference to 'Eastern Central Africa.'

"On the whole the papers exhibit all the excellencies and defects of a system where the tuition of the individual pupil-teacher is largely a matter of accident. It is however unfortunate that while the well-trained count on the staff for a certain number, the ill-trained count for just as many."

Mr. King :—

"I received for revision 466 geography papers, written by female candidates, and it is not too much to say that scarcely one set of answers in four is satisfactory.

"There appear to be two special reasons for the low average of marks attained. The one is that this is the first time that all pupil-teachers at the end of their apprenticeship have been obliged to come up for this examination, whether they desire to enter the Training Colleges or not, and there is therefore this year a larger proportion of weaklings than formerly. The other is that the paper has been made more severe, in order that the prizes offered by the Royal Geographical Society may be decided by the marks earned. More knowledge of detail and more general information than formerly are required to answer the questions, and as some of them (the sixth especially) have been

put in a novel form, a greater demand has been made on the intelligence (not always highly developed) of the female pupil-teacher. In consequence, some of them seem to have lost their heads through examination fright, and have not done themselves justice. If this is not so, the instruction which these girls have received in geography leaves a great deal to be desired.

Many do not attempt more than three or four questions. While ignorance was the cause of this in many cases, it was also due not unfrequently to injudicious use of the time allowed. Many candidates wasted their time in the unnecessary elaboration of their sketch maps. They multiply the outlines, shade with coloured pencils, put in lines of latitude and longitude, insert names of capes and other details not asked for, all, of course, without gaining an additional mark, and in consequence the other questions have to be hurried over or left untouched. I have to repeat my protest of last year against the very small scale on which many of the maps are drawn. Each map should occupy at least half of a sheet of foolscap. Further, each question should be commenced on a fresh page.

"I do not think I have ever seen worse spelling than on the present occasion. The word 'Pyrenees' was spelt in twenty different ways, of which 'Perinnese' was one. 'Novia Scotia' and 'meridan' were very common, and 'Woolich' and 'Norich' still find much favour. Undoubtedly there is great room for improvement not only in their knowledge of geography, but also in the spelling and composition of many of these girls."

Mr. Binnie:—

"I had 463 papers to revise. The paper contained eight questions and not more than five were to be answered. An hour and a half was allowed for the paper, and judging from some of the best filled papers the time allowed did not appear to be too much. The first four questions asked for a sketch map to show watersheds, rivers, and positions of six towns. The map most frequently attempted was the first, viz., England south of a line drawn from the Wash to the mouth of the Severn. The manner in which this question was answered was generally an index of what the rest of the paper was like. The second question asked for a map of Spain and Portugal. Usually a fair outline was given, but the watersheds and rivers were often very vaguely shown. The different varieties of climate in the Peninsula were also to be accounted for, and this part of the question was generally well done. The question on the Dominion of Canada brought out a good deal of ignorance of the nature of the Government of that country. Some made it an independent republic, and others put it under the United States Government. The question about the lakes in East Central Africa and the British and German spheres of influence was seldom well answered. The teaching of this part of the map of Africa appeared to be a good deal behind the latest discoveries and settlements in the region. Question No. 6, an excerpt from the shipping intelligence, is a new kind of question and a very testing one. It would have been better answered if more attention had been paid to the terms of the question. In most papers the cargo *homeward* was given, though the *outward* cargo was the one referred to in the question. The definition of latitude and longitude asked for in Question 7 was usually correctly given in a simple way, but the second part of the question about places having corresponding degrees of latitude was too often a mere guess, especially as between the eastern and western hemispheres. A voyage from Calcutta to Melbourne *viâ* Singapore, though a simple enough question, was seldom well answered. Here, again, the candidates too often failed to note the terms of the question.

"The general impression I had after finishing the reading of the papers was that whilst a large number of the candidates were evidently well prepared in the subject of geography, there were also a very considerable number, especially amongst the girls, who appeared to be very badly prepared."

Mr. Muir:—

"What strikes one in many of these papers is not so much paucity of facts combined with crudity of expression, as confusion of ideas and disproportionateness in setting down what is known. History.

"*Question* 1.—Elaborate accounts of Thomas Becket are given, but too often the points at issue between him and the king are slurred over.

"In *Question* 3, Sir Thomas More has been a stumbling-block to many. He is confounded with Tom Moore and Sir John Moore, also—not so intelligible—with Wolfe and Strafford.

"Rather confused accounts are given of the invasions of Scotland in the early part of the reign of Queen Mary.

"*Question* 5.—Often lengthened and pretty accurate lists—with dates—are given, but there is apt to be a want of classification.

"Several very good explanations are given of the circumstances which brought about the union between England and Scotland and of the conditions thereof.

"The accounts of the reform bills of the present century are to a great extent very unsatisfactory. Answers are vague or positively inaccurate.

"Pupil-teachers should know better than to refer to 'the rite of voting' or the 'wright of voting.' Though spelling is, I understand, tested by a special exercise, I hope I am not out of order in referring to the large number of errors therein found in the papers that I revised. It is surely not sufficient that teachers should spell correctly in a special exercise when they are on their guard.

"On the whole the papers show that though our pupil-teachers are crammed with facts, there is something wrong in the way in which their minds are trained. It is no wonder that the teaching of history is too often a sham and the examination therein a weariness of spirit to all concerned.

"Yet I cannot agree with those of my colleagues who would have history excluded from the school curriculum. It should be more interesting to the average child than science, and there is a moral element in it which is not in science."

Mr. Andrew:—

"I received 463 papers for revision, 271 worked by male, and 192 by female candidates.

"The papers are, on the whole, of average quality, and in view of the wide field which has to be mastered, and the conditions under which pupil-teachers have to study, are, perhaps, as good as can be looked for. The question which is most accurately answered in the ease of nearly all the bundles of exercises from the different colleges is the 7th regarding the circumstances which led to the Union of the Parliament of Scotland with that of England, and the question attempted in general with least success is the 6th regarding the circumstances which led to the English Revolution."

Mr. Struthers:—

"Inevitably with such a large number of candidates there are many weak papers, but of the great majority it may be affirmed that they show a really satisfactory knowledge of the general course of British History. The field to be covered is much too wide to allow of cram, and in view of this circumstance it must be said that in the average paper the statement of fact is remarkably accurate, while very many papers show a surprising fulness of detail.

"As it is extremely probable that this will prove to be the final examination in history for very many of the candidates—for most of those at least who succeed in obtaining admission to the training colleges—it is important to consider whether the present papers give evidence of historical equipment sufficient for the teaching of the subject in elementary schools. On the whole, they may be said to show that the bulk of the candidates are in a position to enter upon the study of any special period with a due sense of perspective and adequate general knowledge of the events which precede or follow. But such subsequent study will be necessary. It may even be said that no amount of special study in the training college will absolve the teacher from the duty of re-reading at the time, in much fuller detail than is to be found in the ordinary class-books, the special period which is being taken up by his class.

As it is, I too frequently find in the ordinary course of inspection that this duty has been obviously neglected.

"Questions 1 and 3 were favourites. The murder of Becket and the picturesque career of Perkin Warbeck seem to indicate the kind of events which impress themselves most on the memory of the students. The questions as to the Revolution and the Union of the Parliaments were also well answered. In Question 8, on the other hand, the candidates usually attempted to give the exact amount of the varying Franchise qualifications, but too frequently the statements made were absolutely improbable. The answers to Question 5 brought out what is the real weakness of most of the candidates. Very few seem to have much power of grouping facts on any other than the chronological principle; most contented themselves with a dated list of events in the reign, and where any classification was attempted, the principle applied was a purely arbitrary and external one."

Mr. Dunn:—

"So far as regards the prescribed work, the papers give evidence as a rule of conscientious work. Latin.

"The attempts to render the unseen passage were as a rule disastrous, and suggest two obvious remarks. First: the reading of *ad aperturam* extracts should form an essential part of the preparation for this examination, and should indeed be regarded as more important than the mastery of a certain amount of prescribed work. Second: it should be impressed upon pupil-teachers that nonsense in English cannot possibly be a translation of a Latin passage; that it is a species of intellectual dishonesty to guess at the meaning when doubtfully guided by a knowledge of a few detached words; and that this will-o'-the-wisp floundering is a pure waste of time as far as marks go.

"In many cases there was not even a stray gleam of intelligence in the attempts to render the unseen passage; and the weariness and irritation produced by reading such a meaningless congeries of words may be imagined.

"I hope the teachers who read these remarks will warn their pupils against the pernicious habit.

"The accidence was on the whole creditable, but syntax requires much more attention. The sequence of tenses and the treatment of the noun clause were points specially defective.

"The Greek papers presented greater diversity than the Latin. Some very good papers were handed in, showing no inconsiderable acquaintance with both accidence and syntax; but in many cases the knowledge possessed by the candidates was too meagre to justify their attempting the paper." Greek.

Mr. Waddell:—

"I beg to submit a report upon 76 papers on German written by candidates at the late Admission Examination. German.

"They vary extremely in point of merit; some securing almost full marks, others hardly deserving any. The candidates seem to fall into three groups—those who have confined their study chiefly to translation, those who have devoted themselves specially to conversational grammars, and those who have not neglected either side of the subject. Of the two former groups, each betrays painful ignorance when it ventures away from its peculiar ground. The last group alone ought to have taken the paper.

"A considerable number of the candidates write parts of their answers in the German character. This is a very proper thing to attempt; but their first duty, if they attempt it, is to aim consistently at clearness of form. Sometimes they make their German characters as carelessly as their English ones, which is saying a good deal."

Mr. Harvey:—

"The papers revised by me this year show an improvement on those of former years. French.

"While this is the case, the general level of attainment is certainly not more than fair. The questions were by no means difficult, and anything less than

50 marks out of the attainable 80 must be considered disappointing. A large majority of the candidates failed to reach this standard. The non pupil-teachers are so few (except perhaps at the Aberdeen centre) that they hardly require to be taken into account. This points to the fact that places in the normal colleges are becoming more and more monopolised by pupil-teachers, and that non pupil-teachers recognise the hopelessness of competing. It may be safely inferred that with the exception of pupil-teachers in some of the large town schools—notably in Glasgow—instruction in French is defective. It seems advisable that all female candidates for pupil teachership should be required to pass 3rd stage French before admission, and during their apprenticeship should be thoroughly tested each year to see if they are making suitable progress in the language.

"The papers set to pupil-teachers at the yearly examinations are over-loaded. It is most important for female teachers to have a competent knowledge on one language in addition to their own, and French seems to be the most suitable. In some cases town pupil-teachers make a very disappointing appearance; this is inexcusable, as thorough instruction is quite within their reach. Headmasters in the country have not always sufficient knowledge to teach French; in such cases school managers should provide some other means of instruction for their pupil-teachers. The central system of teaching foreign languages (when attainable) is far the best. The so-called tuition in some of the schools, whether it be from want of time, knowledge or inclination, must be perfunctory and almost worthless.

"In order to teach French, a sound knowledge of the grammar of the language is required. It is a very common delusion that French is easy to learn. So far as grammar and pronunciation are concerned, the reverse is the case. To secure proficiency, hard study for several years is requisite."

Mr. Fraser:—

French.

"I received in all 541 papers, of which about 500 were worked by female candidates.

"In one of the passages set for translation into English the conversational element predominated; the other was in the form of a short narrative. The usual mistakes were made, some being due to a limited range of vocabulary, others to unfamiliarity with ordinary French idioms. A prominent defect even in a great proportion of good papers was a slavish adherence to a word-for-word translation. The simple rule that a literal translation must be departed from when the resultant expression is not English, does not seem to be sufficiently grasped by many of the candidates. The repeated occurrence of such sentences as 'this discourse is not of (*de*) your taste,' 'do you not think that like me (*cela comme moi*),' 'he *made* all the campaign,' may be submitted as evidence of this statement. It was curious to find *fou* almost universally translated by 'fool,' and *un sous-lieutenant maladif* by 'a sick (*or* an unwell) sub-lieutenant.'

"Parsing was well enough done. How is it, however, that so many candidates are still ignorant of the expression 'principal parts' (of the verb)? Information that could be imparted in a single line occupies in many papers a whole page, although every respectable grammar restricts the number of 'principal parts' to five.

"The last two questions served as a very fair test of the accuracy with which the candidates have been grounded in accidence and elementary syntax. The English sentences set for translation into French proved to be the crux of the whole paper. Many of the candidates, of course, did well, but the impression left by a review of all the papers is a somewhat unfavourable one. In not a few cases the papers revealed an ignorance of the difference between French and English turns of expression that was quite phenomenal. The terminations of the parts of simple verbs were often spelt incorrectly.

"I may state that of the 541 papers examined by me, 222 received 50 per cent. and upwards of full marks.

"I received in all 46 papers, of which 19 were worked by male candidates. Twenty-five, or more than half of the candidates, cleared 50 per cent. and upwards of full marks. These are distributed over the different centres as follows:— Gaelic.

Centre.	Candidates.		Number credited with 50 per cent. and upwards.	
	Males.	Females.	Males.	Females.
Edinburgh F.C. - - -	1	1	1	0
Glasgow C.S. - - -	1	3	1	0
„ F.C. - - -	3	8	3	4
Aberdeen C.S. - - -	—	1	—	1
„ F.C. - - -	1	1	0	1
Inverness - - -	6	8	4	1
Oban - - - -	3	3	3	2
Stornoway - - -	4	1	3	1
Wick - - - -	—	1	—	0
Total - - -	19	27	15	10

"The best paper comes from a Stornoway lad (88 per cent.). Spelling is still defective, even in good papers. When it is not purely phonetic it is inaccurate and confusing. The grammar of the subject is also too much neglected, especially by female candidates. The last question on the paper—What is the case governed by the infinitive ..... ?—which lies on the threshold of Gaelic syntax, and ought to be a commonplace of elementary teaching, was bungled by a majority of the candidates. Parsing was modelled too much on the English system. Thus, the aspiration in *mhiann* was not explained, and the case governed by prepositions was said to be the objective.

"The scriptural passage set for translation into English was selected less frequently than the alternative one, and was not so well done. One or two of the translations, however, were almost perfect, and in general this part of the paper was attacked with much success. It was rather amusing and suggestive to find one candidate (whose translation was good) ignorant apparently of the Gaelic word for *gold*.

"Several of the candidates attempted only the translating into English, and did not make very much of it. On the other hand, for free, accurate, and idiomatic rendering into English more than one paper deserves high commendation."

Mr. W. Calder:—

"Seven hundred and one papers in dictation and penmanship were sent to me for revision; 271 being written by male and 430 by female candidates. Dictation and penmanship.

"As the candidates this year include not only those who are competing for admission to a training college, but also those who are merely endeavouring to pass their last examination as a pupil-teacher, a fair comparison of the papers with the results of former years cannot rightly be drawn.

"In dictation 338 were correct and 172 had one error. The passage prescribed was generally clearly and legibly written.

"In penmanship the remarks I made last year apply equally this year. Capital letters, as a rule, are not well made. I divide the papers as follows:—

	E.	E.G.	G.	F.G.	F.	F.M.	M.	Total.
"Text - -	2	17	79	290	284	27	2	701
"Small-hand -	0	11	66	330	289	5	0	701."

Mr. Craigie :—

"*Dictation.*—The papers entrusted to me for revision consisted of 696 on dictation and penmanship written by female candidates at nine different centres. The piece set for dictation did not contain many difficult or testing words, consequently with very few exceptions the results in spelling were very good. About 43 per cent. of the whole papers were correct; 26 per cent. had one error; 15 per cent. had two errors; and 8 per cent. had three errors; leaving only 8 per cent. with more than three errors. The highest results among the papers revised by me were those written by the candidates at the Edinburgh C. of S. Training College, where 50 per cent. were correct; those at Aberdeen C. of S. coming second with 46 per cent. The weakest were those at the Aberdeen F.C., where only 31 per cent. were correct.

"*Penmanship.*—This branch, as shown by the general character of the exercises written as specimens of copy setting, does not yet receive that amount of attention its importance demands. An increasing number adopt the Civil Service style of writing, and these, as a rule, are the most carefully executed specimens in regard to regularity, taste, and legibility. The reason for this is, in my opinion, not far to seek. This style of penmanship, which seems to be much in favour at present, has a distinctive feature of its own, and is difficult of acquirement, in fact cannot be successfully acquired without teaching, and herein lies the whole secret of its success. It is taught; and if any other style received the same amount of careful teaching, the outcome, I have no doubt, would be quite as gratifying.

"I have again to call attention to the persistent breach of the printed regulations at the top of the papers. The candidates are distinctly told that double lines are not permissible in the large-hand writing test, but in spite of this at some of the centres the rule seems to be to use double lines."

Mr. Gunn :—

Music.

"The papers sent me for revision were those wrought by the female candidates examined at Edinburgh C.S., Glasgow C.S., Aberdeen C.S., and Aberdeen F.C. Training Colleges, and at the Inverness, Elgin, Wick, Oban, and Stornoway centres.

"Of the 695 papers received, 687 were worked and 8 marked either 'not attempted' or 'absent.' Of the 687 worked papers, 405 were in staff notation and 282 in tonic sol-fa. In the Glasgow College the usual preference for sol-fa is shown, two thirds of the papers being in that notation, while in the Edinburgh College only one seventh of them are so. In the Aberdeen Free Church College rather more than one half of the candidates prefer the sol-fa notation, while in the Church of Scotland College in the same district curiously enough only one in six selects that notation. Out of the 55 papers from the minor centres 30 are in staff notation.

"The general level of the work is pretty good, the average per-centage of marks earned being 63. In the staff notation papers this per-centage reaches 68, and in the others 56. This difference is largely due to the superiority of the best papers in the staff notation as compared with the best in the sol-fa; as 20 of the former and only 1 of the latter reach full value, and 25 per cent. of the former reach 90 per cent., as compared with 4 per cent. of the latter. The proportion of papers falling below 25 per cent. is nearly the same in both notations.

"In the staff notation papers the most frequent errors were those connected with the use of sharps and flats, such as writing these signs after the note, or on a different line or space from the note itself; writing them in the wrong order or on the wrong octave in key signatures; and using a sharp to raise a flattened note, or a single sharp to raise a sharpened one. In the tonic sol-fa papers very few, probably not more than 2 per cent., had the transition in Question 3 correctly written on the 'better method,' and the question as to the relative pitch of certain notes in specified keys was after that the most fruitful source of blunders.

"The general criticism suggested by the revision of these papers is that the candidates possess on the whole a competent knowledge of musical notation for the purposes of singing or playing from notes, so far as the scope of this examination extends, and understand the meaning of the various symbols when presented to them, but that they have not sufficient practice in *writing* music to prevent their falling into serious errors, or using impossible and meaningless combinations. This was perhaps specially suggested by the tonic sol-fa papers, but the type of defect is common to both notations. Thus a large proportion of the candidates taking the sol-fa papers were no doubt able to sing a passage containing a transition to the first sharp key, for example, but when asked to rewrite one a surprisingly large number took it to mean writing each note a semitone higher; while, as regards the simple exercise in time in Question 1, too many have failed to observe that no continuation line is necessary for a quarter-pulse.

"It is impossible to compare the work of those who have been pupil-teachers with that of the others, as the cover of the music exercise-book does not afford this information regarding the candidates."

Mr. Crombie:—

"The music papers revised by me were those worked by the 209 male candidates at all the centres of examination, and by the 431 female candidates at the Edinburgh centres, and at the Glasgow F.C. College. Out of the 700 candidates of both sexes 299 took the old notation, 388 the new, and 13 did not attempt the paper. The choice of notation seems to depend to a considerable extent upon locality. The great majority of the candidates at the Glasgow centres have chosen the new notation; at the Edinburgh centres the reverse is the case. The only exception, indeed, occurs in the case of the male candidates examined at the Edinburgh F.C. College, where 24 out of a total of 39 have taken the new notation.

"The quality of the work cannot be said to be very high. In the old notation the total average per-centage of full marks gained is 70·7, which can only be regarded as fairly satisfactory when the very elementary character of the knowledge required is born in mind. Yet this per-centage is fully 10 per cent. better than that (59 per cent.) obtained in the new notation. The male candidates at the Edinburgh F.C. College gained the highest per-centage in both notations, viz., 83·3 in the old and 63·1 in the new. Out of the 299 papers of the old notation 23 gained full marks, and 162 obtained upwards of 75 per cent. In the new notation only six gained full marks, 95 obtained 75 per cent. or over, and 287 less than 75 per cent.

"In both notations questions dealing with the ordinary note and time nomenclature and with musical terms were generally correctly answered. In these branches upwards of 80 per cent. of full marks was awarded. On the other hand, questions in the old notation upon intervals and minor key signatures were but indifferently answered, obtaining over all 56 and 59 per cent. respectively of full marks. The least satisfactory work, however, appeared in the attempts to answer the third and fourth questions of the sol-fa paper. Question 3 was a simple exercise to test the candidates' knowledge of transition into the first sharp related key. Only 19 per cent. of full marks was obtained on the average. In Question 4, which dealt with the absolute pitch of notes in different keys, 42 per cent. of full marks was obtained.

"From the foregoing analysis of the work of these candidates the following conclusions may be drawn:—(1.) The candidates on the whole possess a very satisfactory knowledge of the ordinary note and time notation, and of musical terms. (2.) Intervals and minor key signatures require more attention from those studying the old notation. (3.) Transition and absolute pitch are branches of the subject which have been largely overlooked by the sol-faists, and should, therefore, receive the especial attention of those supervising the studies of pupil-teachers."

The following table furnishes statistics regarding the male candidates for admission who passed with credit in the four university subjects. For purposes of comparison the corresponding results for 1892 are also given :—

I.

	1892.	1893.
Total number examined for admission - -	251	270
„ „ passed „ - -	210	212
Number passed in Latin, Greek, Mathematics, or School Management, qualified for university - - - - -	77	49
Number passed in four subjects - -	1	3
„ „ in three subjects - -	10	15
„ „ in two subjects - -	34	21
„ „ in one subject - - -	32	10
Passes in Latin - - - -	38	33
„ Greek - - - -	8	5
„ Mathematics - - -	68	45
„ School Management - -	20	26
Total number of passes - -	134	109

In addition, 27 female candidates passed with credit in School Management, and 2 in Mathematics.

The following table shows the extent to which the university subjects are represented in the training colleges :—

II.

Name of College.	1892.						1893.					
	Passed in				Total Passes.	Total No. passed in Subjects.	Passed in				Total Passes.	Total No. passed in Subjects.
	Latin.	Greek.	Mathematics.	School Management.			Latin.	Greek.	Mathematics.	School Management.		
Edinburgh Church of Scotland.	9	1	14	4	28	16	8	—	11	7	26	13
„ Free Church	4	3	9	4	20	11	6	1	7	4	18	8
Glasgow Church of Scotland.	8	—	14	1	23	16	9	2	14	8	33	14
„ Free Church	11	2	22	7	42	24	6	2	8	4	20	9
Aberdeen Church of Scotland.	4	1	4	2	11	5	3	—	3	1	7	3
„ Free Church	2	1	5	2	10	5	1	—	2	2	5	2
Totals -	38	8	68	20	134	77	33	5	45	26	109	49

Christmas Examination.

The reports by the revisers of the certificate examination papers are in many respects similar to those of former years. In school management the questions on registration are on the whole well answered, but the specimens of time-tables are not very satisfactory. The prescribed work has been carefully prepared, but thinking power is imperfectly developed. There is too much monotonous reiteration by student after student of common places from notes taken at lectures or text-books. The reports on arithmetic, algebra, and geometry are generally very favourable. Except by acting teachers, arithmetic and algebra are satisfactory. In geometry the book work is very good, and deductions creditable. The students generally do well in history, but a considerable number, though accurate in knowledge of facts, are weak in intelligent grasp and thoughtful arrangement. The papers of the acting teachers are inferior, but the Roman Catholic candidates show to greater advantage in this subject than formerly. The prescribed subjects in English have been carefully studied. Composition is variously reported on as being in one set of papers of more than average merit, and in others as being the least satisfactory subject. In geography and physiography, the former is on the whole poor, and maps are too small, the latter very good. The explanation of this is that practically all students take physiography as a science subject, and have carefully studied it. To remedy this weakness in geography it is intended in future to make it bulk more largely than physiography in respect of questions and marks. In Latin the first year's papers are reported as exceedingly good, those of the second year good in Horace, but somewhat poor in the prose passage, historical allusions and composition, with some weakness in syntax. In Greek the prescribed work was uniformly good, unseen work very poor. The verb and accidence generally need attention. In French there is great diversity of merit, but on the whole improvement. Some should not have attempted the paper. The translation from French is on the whole accurate, but the English is often far from idiomatic. Translation from English into French is generally poor. The papers in domestic economy are generally good, those of acting teachers showing decided improvement. A good many papers indicate text-book cram rather than practical knowledge. In political economy the impress of the individual teacher was evident. There was great equality of merit in the papers of students in the same college. The subject generally had been carefully studied. The reports on penmanship and dictation are satisfactory.

Male Students.

Mr. Barrie:—

English. Second year.

"The composition was, on the whole, very fair, but there seemed to me to be fewer essays of outstanding merit than there were last year. Procrastination was the favourite subject, and there was a general tendency to treat it as if it were synonymous with delay, and to give a free paraphrase of Bacon's essay 'of delays.' Some very good essays, however, were written on this subject as well as on 'habit.'

"The metrical tests were fairly stated, and most of the students gave a creditable characterization of Bassanio or Constance. In very few cases were the quotations even approximately correct.

"Questions 3 and 4 on the subject matter of the plays were answered well, and the same may be said of the three questions on Bacon's Essays, although few of the candidates were able to complete the quotations in Question 6.

"Most of the candidates attempted a critical estimate of Tennyson with fairly satisfactory results, and Question 9 was generally answered well.

"In many very good papers three or four important questions were hurriedly answered on the last page in consequence of an undue proportion of time and space having been given to Questions 1 and 2.

First year.

"The composition was of more than average merit, but in many of the essays on 'A Religious Pilgrimage,' and 'Great Men,' there was little originality and too much of Chaucer or Emerson.

"Analysis and parsing were very well done as a rule, but a surprisingly large number made 'wife,' in 'his wife who wins me,' the antecedent to 'who.' The question on inflections was very fairly answered, but less fully than could have been desired.

"The answers to Questions 3, 4, and 5 showed that the Prologue had been very carefully studied in all the colleges. The sketches of Chaucer's portraits were often remarkably good.

"The quotations from Emerson were in most cases assigned to the proper 'representative men,' but the exact meaning and the fitness of the application were less satisfactorily dealt with.

"The last question—on the characteristics of Emerson's prose—was very well answered by many, and very fairly by most."

Mr. Scougal:—

School management. Second year.

"*Section A.*—1. The first two questions of this section, (*a*) and (*b*), dealt with registration; and the answering on this subject was generally satisfactory, showing decided improvement since last year.

"The third question, (*c*)—to write out a time table—of this section was, as a rule, very poorly answered by the students. It was more satisfactorily dealt with, over all, by the acting teachers and the graduates. Many of the candidates made no attempt to answer it.

"I must say that I sympathise with the many candidates who this year wrote on their time-tables, '*No time to complete this.*' The proper construction of a complete time-table for a mixed school of 160 children of all grades from Infants to Ex-VI.—especially when, as here, this time-table has to meet specified conditions of staff and curriculum—is a matter demanding so much thought, labour, and time, that it cannot get justice done to it by either the examinee or the examiner if it is set as only one-third part of one section out of six—or approximately, one-eighteenth of the whole—in a three hours' paper.

"Neither of the questions in *Section B.* (*B.*—1. on *Comparison and Contrast*; *B.*—2. on *Reasoning by Analogy*) was, as a rule, well answered by the students. Explanation of these mental processes was generally either hazy or inaccurate, and consequently, the demonstrations or exemplifications given of their uses in teaching were for the most part little to the point. On these two questions a decidedly higher average of marks was gained by the graduates.

"In *Section C.*, the second question (*C.*—5., on *Kindness to the Lower Animals*) was the one chosen by the great majority of the candidates, and by most of them sensible and very satisfactory answers were given. The other question of this section was avoided by most and was satisfactorily answered by very few.

"*Section D.* was, over all, the best answered section of the paper, especially as regards the question (*D.*—7.) on *Arterial Bleeding and its Treatment*, which was the favourite in this section. The subject of *Schoolroom Ventilation* (*D.*—6.) was not so successfully dealt with; yet on it also there were not a few well-informed and sensibly practical answers.

"The *Full Notes of a Lesson* continue to stand out as decidedly the least satisfactory part of the papers. Much the worst notes in average quality were those on *The Shape of the Earth*; and yet this was, unfortunately, much the most popular of the three subjects set. Detailed criticism of these *notes* is unnecessary here; but it may be worth while to call attention to the fact that comparatively very few of the writers of them showed any consciousness of the ambiguity, and to children the misleadingness, of the term 'round' as a definition of *shape*.

"The next subject in order of popularity was *A First Lesson on the Decimal Point, &c.*, and on it, perhaps, the best average of marks was reached, there being indications that in two of the colleges at least this detail of method had received some special attention. Although the third subject—*A Limited Monarchy*—was the least popular, yet some of the *notes* on it gained the highest marks that were awarded. Some of the lessons on this subject were very good indeed; and here again a fair proportion of the graduates came well to the front.

"The revision of these papers leaves on one's mind two main impressions; first, that the subjects of examination prescribed in the Syllabus have undoubtedly received careful attention at the training colleges; but second, that the students, taken over all, do not possess or are not encouraged to develop much individual and independent thinking power. In each college there are only a very few students who show signs of having devoted personal thought to the problems set before them in the questions of the paper that deal with details of method in the teaching of the ordinary subjects. As one goes through the papers from any given college one finds that, with a wearisome monotony of idea and even of phraseology, student after student spends undue time and space upon elaborately reproducing from notes of college lectures or from the text-book used, a lot of elementary commonplaces that might almost have been taken for granted or that, at any rate, should have been stated with the utmost possible succinctness, and that the really testing part of the question—such as *give your reasons . . . . . from your explanation deduce the rule . . . . . what plan would you adopt? . . . . .* is then dealt with in the most perfunctory manner. School management. First year.

"I cannot help thinking that if the first year students are to be examined by the Department at all—and for this there does not seem to be any absolute need—there would be great gain in to a considerable extent transposing the work prescribed for the respective years, giving to the first year students much of the work at present set down for the second year, and postponing questions on the details of method until the students have had their mental horizon widened by some acquaintance with Psychology and the laws of thought. The existing arrangement makes the first year's training college work far too much a mere repetition of the pupil-teacher course. A break from this latter narrow and empirical course, and the lifting of the ex-pupil-teacher into something of a more academic atmosphere and a more philosophic view of the scientific bases of educational method, would, I cannot but think, lead to his taking thereafter a much more intelligent and profitable interest in the details of methods of instruction.

"*Section A.*—1. The required *Notes of Explanation* on a passage of nine lines from the beginning of Thomson's 'Winter' were well done by a few of the candidates, on the whole creditably done by the majority of those who chose this question (about one-third of the whole). It was chosen, however, by some who did not in the least understand the passage. For example: one student began his explanation of the 'meaning' as follows:—'The whole 'passage refers to the time when the universe was in the power of mytho-'logical monsters, [presumably *Capricorn, Aquarius,* &c.], and the natural 'order of events was completely changed.'

"The *Full Notes of a Lesson* (*Section A.*—2., alternative to the foregoing) were, as in former years, much the least satisfactory part of the papers."

Mr. Lobban:—

"One student obtained full marks, and a few others were within a very little of doing the same. On the whole, however, there was considerable room for improvement, The definitions were often vague. Very few were able to give a convincing proof of the formula $N = \frac{\lfloor n}{\lfloor p \lfloor q \lfloor r}$, and the co-efficient of x^p in the expansion of $\frac{1}{(1-x)^2}$ was seldom found. The last problem in mensuration was correctly solved by a very limited number of students. The results in arithmetic were much better." Algebra, &c. Second year.

Mr. Macleod:—

First year. "There were some students who obtained but a low per-centage of marks. The work as a whole shows that both subjects have been carefully taught in the training colleges, and the students who did well are competent to begin the more advanced work of the second year's course.

Geometry and dynamics. First year. "The book work was exceedingly well done by most of the students of all the colleges. The proportion of the students who did well in the deductions was large, and I have seldom had a smaller number of poor papers. Some of the candidates used an unnecessarily long method of proving the first deduction, but a fair number demonstrated it in a way that was brief and clear. The second and third deductions were successfully attempted by several. There are two cases in the fourth deduction, of which one student only gave the complete solution; very few seemed to be aware that there are two cases. The fifth deduction was the most fertile in producing fallacies; and the most common fallacy was to assume that the line joining opposite angles of the quadrilateral passed through the centre of the circle. The more logical candidates who utilised the fact established it by joining the centre to the angles, and showing that these joins formed one continued straight line. This mere incumbrance was dispensed with by a few students who demonstrated it otherwise neatly.

"Good marks were obtained in the section on dynamics. What is meant by acceleration seemed to be clearly understood by most students. A few, however, confounded it with velocity. Newton's second law of motion was seldom enunciated correctly.

"The question on impact was correctly worked by most of the students who attempted it. Questions 4 and 5 in dynamics were clearly and correctly answered by a large number.

Geometry and Trigonometry. Second year. "Book work in geometry was well done except by a small number of students, In some cases better proofs are given of Euclid's theorems than those in the original text. When students give those they get full marks for them. When the proof is inferior to Euclid's a deduction from full marks is made.

"The deductions were not on the whole satisfactorily done. The number of excellent and of very good papers was smaller than I have seen for a few years back, while the number of unsuccessful attempts was larger than the corresponding number for the like period. The unsuccessful efforts when of a kind to show that the candidate has not grasped the principles of the science are worse than no attempts. While the latter may be caused by conscious inability to do what is required, the former is the result of ignorance of what ought to be known.

"In the first question of Section B, not one student gave all the possible deductions by *ex aequali*, but several gave a sufficient number to show that the principle was understood. Not a few, on the other hand, gave instead deductions *alternando invertendo* and even *componendo*. Now as those are terms of frequent occurrence and of the strictest precision, I did not think it right to give a single mark when the deductions were mixed up even with one or two correct ones by *ex aequali*.

"The second question was neatly and briefly done by a few students, and by a larger number it was tediously demonstrated by a comparison of all the triangles taken in pairs, one from each polygon.

"Plane trigonometry was introduced into the examination for the first time this year. This new element cannot be too highly commended, because it is much better that the students should begin the study under the guidance of skilful instructors than later on with no other aid than what the text-book supplied.

"Navigation, even in its elementary stages, cannot be taught without trigonometry, and this is a subject increasing in popularity. And there are other subjects also such as mechanics, pressing into the elementary subjects which are more easily taught by the use of trigonometry than without it.

"The first part of the first question in trigonometry was correctly solved by a very large proportion, but not 10 in all were able to express the theorem aright in words. Of those who did so, more than half belonged to the college of whose slovenly work I last year made special complaint.

"The stereotyped answer was,—'The sine of the sum of two angles + the 'sine of their difference is = twice the sine of the first into the cosine of the 'second.'

"There is doubtlessly a good-for-nothing, stupid correctness here. Its lamentable inadequacy, however, would be evident to those giving the expression if asked to apply it to give the corresponding theorem for Sin A + Sin B.

"It would almost lead one to infer that the lecturers, except in the one case specified, never called the attention of their students to the correct expression which was so rarely given; and it is a little difficult to conceive how this could be in the case of a theorem which the lecturers so frequently apply in their own advanced studies.

"The second question was correctly worked out by a fair proportion, although a considerable number merely gave the logarithms, and entirely overlooked what was asked, 'the position of the first significant figure in the numerical value' of the numbers."

Mr. Black:—

Arithmetic. First year.

"The papers revised were those worked by 139 first year male students.

"The questions set, though showing considerable variety, presented no points of special difficulty, and seemed well within the reach of the candidates.

"In the large majority of the papers the solutions showed intelligent grasp of the conditions laid down in the questions, a clear exhibition of the successive steps, and—with some outstanding exceptions—the minimum of computation required to reach the final result. The general neatness of the setting-down was very praiseworthy.

"The average mark gained over all the six colleges was 86 per cent. This average, though high, was fairly uniform, the average in individual colleges ranging over the comparatively narrow limits represented by 82 per cent. as the lowest and 88 per cent. as the highest.

"Full marks were gained by 18 students, pretty equally divided among the four larger colleges. Only two students failed to score 50 per cent.

"The average mark gained by 15 first year acting teachers was 62 per cent."

Dr. Smith:—

Political economy.

"The papers on this subject were generally of a satisfactory character. One feature which distinguishes the exercises from those on other subjects which I have examined is that the impress of the teacher was more evident. Where a paper was well done by the student of one college all the papers of that college approached it in excellence, and *vice versâ*, showing the fragmentary nature of the instruction, if not imperfect apprehension and assimilation on the part of the students. The first question which involves serious considerations which have only recently come into prominence was the least satisfactorily answered. The fifth question was also frequently imperfectly answered, and the very comprehensive seventh question was often inadequately treated. Even in cases, however, where the answers were not very pointed, useful and intelligent information had evidently been acquired, and, speaking generally, the exercises show a good initial acquaintance with this important subject."

Mr. Muir:—

British history.

"The papers I have revised this year present few salient characteristics. Utter absurdities seem now to be far less frequent. There is still a good deal to seek in the way of intelligent grasp and thoughtful management.

"The whole question of the training of our teachers will surely soon become a matter of consideration for the authorities."

Mr. Dunn :—

Latin. "The most striking point in connexion with these papers is the disparity between those for the first and second years respectively. The subjoined table of per-centages makes the disparity sufficiently clear.

	1st Year.	2nd Year.
Edinburgh, Church of Scotland - - - -	65·7	32·
„ Free Church - - - - -	70·3	39·2
Glasgow, Church of Scotland - - - -	71·6	47·7
„ Free Church - - - - -	67·6	51·7
Aberdeen, Church of Scotland - - - -	61·	45·8
„ Free Church - - - - -	68·8	57·3

"In the first year's papers the prescribed work was done as a rule exceedingly well. It was also gratifying to observe that the unseen passage was very generally attempted and with decidedly creditable results. Composition was fair. Continued and increased attention to the rules of syntax is indicated as desirable.

"In the second year's papers the passage from Horace was in most cases accurately rendered. The prose passage was, as a rule, imperfectly done, and in not a few instances the attempts at translation were a more or less complete collocation of unintelligible phrases. There is such a thing as an ethic of translation, and students should be told that it is more honest to leave a blank than to string together words with a total absence of meaning. Knowledge of the historical allusions appeared to be very defective. Composition, with a few exceptions, was poor. There was a strong tendency manifested to follow the English order and idiom. For example, the phrase 'entertaining no doubt' seemed to impel the candidates to use some phrase involving *dubitare* or *dubius*. I would also strongly recommend that the rules relating to oratio obliqua should be carefully studied. There was a frequent confusion between the casual and the final relation (in section III).

Greek. "In the Greek papers the prescribed work was uniformly well done, and the translation was careful, accurate, and intelligent. The accidence of the noun and adjective was good, but knowledge both of the regular paradigms and of the verbs generally was defective. There was a marked tendency to form tenses according to analogy, and often a false analogy. Imperfect knowledge of the verb seriously impaired the value of the composition. The manipulation of conditional clauses should be more practised, and the use of *ἀν* was wildly erratic. In the second year's papers the unseen passage was only in one or two cases translated with any approach to correctness. It must be admitted, however, that the second paragraph of this passage was very difficult. The oratio obliqua should be more carefully studied. But above all thorough drill in the accidence and conjugation of the verb is urgently required."

Mr. Waddell :—

French. "I beg to report upon 45 papers in French by male students of the second year.

Second year. "The standard of success attained varies extremely, and in some cases falls so low as to suggest a doubt whether the candidates should have attempted the subject. The translation into English is on the whole satisfactory, but the phrases *s'éloigner* in the first piece and *plus d'une* in the second are almost invariably misunderstood. Of the questions perhaps the second in the second section of the papers is better answered than any of the others. No striking feature presents itself for further comment.

French. "The French papers of 40 male students of the first year entrusted to me
First year. for revision are in the main of a satisfactory character. Both pieces for translation into English are creditably done. In the first piece the verb *tâcher* causes difficulty, and in the second *cour* is confounded with *cœur*, and *y* neglected. Otherwise there is nothing to comment upon. Of the answers to

the grammatical questions, those to No. 4 in Section I. reach a high standard of accuracy, and next come those to No. 2 in that section and No. 5 in Section II. The least accurate are the answers to Nos. 2 and 3 in Section II., which contain a considerable proportion of error. The attempt to render short sentences into French has not proved successful."

Female Students.

Mr. Marshall:—

English. Second year.

"As far as the contents of the essays are concerned, the impression left is not very favourable. There are only three themes given to choose from, and two are moral themes, which naturally lead to moralising. One can tell *a priori* what a student will say on 'Procrastination.' In some few of the best essays the maxim is correctly apprehended as implying the necessity of action when duty calls. The other moral theme, 'Cut your coat according to your cloth,' is hardly capable of literal interpretation, but still the majority of the students take it rigidly. Not a few turn the maxim into 'Live according to your income.'

"As to the style, the essays are simply and idiomatically written. There is not much variety in the build of the sentence. The sentences are short, and where there is linking of clauses the *nexus* is loose. The punctuation is more logical than formerly, but is still often mechanical, as when a comma is put between the simple subject and predicate. The penmanship is nearly always plain and well rounded.

Literature.

"The literature embraces a play of Shakespeare, 25 of Bacon's Essays, and the Writers from 1820 to the present time. There are four questions on the play, three on the essays, and two on the literature proper. Only one college, Glasgow C. of S., took King John; all the others took the Merchant of Venice. The questions on the play are mostly grammatical and verbal. One is to give notes on four *words*, another to annotate five *phrases*. A third is on metrical tests, and is answered well only by the Free Church College, Aberdeen. It is a fair question, but metre has hitherto received little or no attention in the school, and few students know the principles of prosody.

"There is only one question on the characters, Bassanio and Constance being chosen. The character of Bassanio is too often drawn from notes rather than from the play; that of Constance, on the other hand, is faithfully given, but is more sketched than filled in. The three questions on Bacon are well answered. The analysis of the essay on Suspicion is done correctly and exhaustively. The excerpts chosen for illustration are obscure apart from the context, and in some colleges, particularly in Aberdeen E.C., there is a great deal of guesswork.

"A thorough knowledge of one or two classical writers is infinitely to be preferred to shreds of information about a great number of writers who remain after all only names. Even the estimate of Tennyson, Browning, and Arnold differs much according to the school to which the student belongs. One college finds nothing in Browning but obscurity; another sets him above Tennyson for depth and originality. Still a few characterise several of the writers with justice and judgment."

Mr. Welsh:—

English. First year.

"Two hundred and seventy-two books on English written by first year female students were submitted to me for revision. Though a perusal of these papers gave a general feeling of satisfaction that the prescribed work had been carefully gone over during the session, in many of these there were points indicating weakness. Spelling was frequently inaccurate, and some of the mistakes were hardly credible. Even good papers showed this blemish, and *Emerson* and *Napoleon*, names which must have passed daily before the eyes of the students for a year, were stumbling blocks to many. It may easily be understood that, when these suffered, less familiar words were similarly treated. There were very few instances of nonsensical answers.

"Some scanned the lines exceedingly well, a number only fairly, and many did not attempt this simple part of the question, presumably through ignorance.

"The composition exercise was perhaps the least satisfactory part of the paper, though there were cases of outstanding merit where decided power was shown. Of the three subjects prescribed as a test, '*Great Men—Their Characteristics and their Uses*' and '*A Religious Pilgrimage in England in the Fourteenth Century*' were the favourites, though the other 'Variety, &c.' had many admirers also.

"The 'Pilgrimage' too frequently degenerated into a summary of Chaucer's Prologue, and, though Emerson was much drawn upon also for the essay on 'Great Men,' the subject gave more scope for original writing, and the product was on the whole better. The comparatively poor work of some students I believe due to the fact that the bulk of the time for the whole paper had been spent on the grammatical and literature section, the composition exercise coming in hurriedly at the end. It would be more advisable to devote the first part of the *sederunt* to the original work, and leave the more mechanical to the last.

"In one or two colleges there were numerous cases of very careless writing, and in one college in particular there was a lack of methodical arrangement, scraps of answers being put here and there, the examiner sometimes being left to find the connexion himself.

"The rule about not writing answers on the page set apart for notes and scribbling purposes was not always observed by students from Edinburgh C. of S. Training College."

Mr. R. Calder :—

School management. Second year.

"The papers worked by the second year female students show that the writers have gained on the whole a pretty good knowledge of that part of the subject dealt with in the questions.

"Their answers are of course of varying degrees of merit. The total marks gained by a very few of the candidates fall below fair, but in many cases they rise high enough to rank as very good.

"Three of the colleges do not seem to have paid much attention to the drawing up of time-tables, as very few of their students make any attempt to answer that part of the first section which relates to these, although the whole section should have been answered by all the candidates. Some good time-tables, however, are produced by students in the other colleges, but a very prevalent defect in many of the time-tables is the putting down of two to four subjects requiring concurrent oral teaching in the same limited period of time to several classes under the charge of one teacher.

"In one college the students with only two exceptions put the marking of the registers before the Bible lesson, and thus violate the provisions of the conscience clause.

"Some of the answers show an ignorance of certain well-known facts that seems almost incredible in students who have passed through a full course of training. Thus in one college the majority of the candidates, in giving the circumnavigation of the globe as a proof of the earth's rotundity, cite Columbus as the first circumnavigator.

"The prescribed portion of the writings of Spencer or Locke seem, as a rule, to have been carefully studied, but in some of the sections dealing with other points there is occasionally a good deal of irrelevant answering. Candidates should be enjoined by their college authorities to restrain themselves from attempting to show all the information they possess, however distantly it may be connected with the subject in hand, and rather to select from their information what is pertinent to the case submitted to them, to arrange it in the best order, and then to state it as concisely and clearly as possible.

"Very few mis-spellings occur in these papers, and, with one or two exceptions, the penmanship is creditably good."

Mr. Harvey :—

School management.

"The per-centage of marks ranged from 63 to 92. This is a very high per-centage, but, under the circumstances, not surprisingly high. The questions

were, with two exceptions, strictly practical, and the previous training of most of the candidates, even apart from the instruction received at the colleges, enabled them to give satisfactory answers.

"Two elementary psychological questions should form one section, and all candidates should thus be required to show some acquaintance with this very important branch of educational training.

"The answers were, as a rule, well arranged, apposite, and grammatical, but there is still a too plentiful crop of linguistic errors, *e.g.*, 'looses' (loses): 'peremptory' (prompt) obedience.

"Not only is the per-centage of marks high, but there is a surprising similarity of per-centage in the papers from the various colleges. So far as the answers corrected by me are concerned, no college can lay claim to superiority in methods of teaching school management. The papers all gave evidence of thoroughly sound instruction in the practical branches of the subject."

Mr. Black:—

Arithmetic and Algebra. Second year.

"The papers revised were those of 284 second year female students. Of the seven questions in arithmetic, four were well answered by most of the candidates. Errors were very frequent in the solution of the other three.

"Question 3.—Elaborate calculations were often made to find the time taken by one train to pass the other, supposing the latter to be stationary, &c., instead of combining the two distances and the two speeds and reaching the result by a single computation.

"Question 4.—Many were unable to calculate the exact basis on which the total number of miles was to be distributed over water, rail, and foot.

"Question 5.—Nearly all the candidates made the mistake of simply multiplying the daily gain of the clock by the 7¼ days it was assumed to have gone, forgetting that this gain accrued only after the clock, had registered, not 24 but, 24·075 of its own hours.

"To those familiar with the principles involved, the three questions in Algebra presented no difficulty, and were correctly solved by a large proportion of the candidates. In this part of the paper the success of the students in Edinburgh F. C. College was conspicuous.

"The general neatness and precision that characterised the papers greatly simplified the work of revising them.

"The average mark over all the colleges omitting the papers of three former students, was just under 67 per cent. This average was exceeded by Glasgow F. C., which reached 69 per cent., and by Edinburgh F. C. and Aberdeen F.C. both of which reached over 74 per cent., and both of which also take a prominent place in respect of the proportionate number of candidates who gain 75 per cent. or more of the total marks. The average was not quite reached by the other four colleges, though the lowest fell only a little over 5 per cent. below it. Fifteen per cent. of the whole number of candidates secured less than half marks.

"There were a few very good papers among those worked by 207 acting teachers. But the average mark was only 44 per cent., while 63 per cent. of the candidates secured less than half marks. A large number did not attempt the Algebra questions."

Mr. Topping:—

Arithmetic. First year.

"The arithmetic papers of first year female students were revised by me. The average mark for each Training College varies from 76 per cent. of the number attainable to 66 per cent. The highest mark is gained by the Edinburgh F. C. students who are followed by Glasgow F. C. students, Aberdeen F. C., Edinburgh E. C., Edinburgh Episcopal, and Glasgow E. C. in the order named.

"Questions 2 and 6 were worked with almost perfect accuracy by all the students of all the colleges, only in 15 cases out of 544 attempts were there any mistakes. With none of the other questions is there any approach to the same high standard, and, if arranged according to the degree of success that has attended the efforts to solve them, the other questions rank as follows:—3, 4, 9 (algebra), 5, 7, 8, 10 (Algebra).

"Each of these questions again brings out differences when the results in each for the separate Training Colleges are examined. This, no doubt, is in large measure due to the varying lines along which the teaching of this subject has proceeded in the various colleges. Thus, Question 3 is best tackled by the students of the Glasgow and Edinburgh F. C. Colleges, Questions four and five by Glasgow F. C., Questions 7 and 8 by the Edinburgh C. of S. students, Question 9 (algebra) by Edinburgh F. C., Aberdeen F. C., and Glasgow C. of S. students, and Question 10 by the students of the two Aberdeen Colleges.

"Question 8 was the most testing. Problems of that description do not seem to have been dealt with in many of the colleges. The neatest and easiest way was taken by very few. A great many guessed the answer and then spent considerable time in elaborating a method to mystify the examiner.

"In question 10 (algebra) the equation where x had literal co-efficients was solved by very few, and in the simultaneous equation errors were made with unfailing regularity in the last step in the elimination of one of the unknown symbols by confusion as to whether it involved addition or subtraction.

"The rule with regard to the distinct marking of each question was best attended to by the Aberdeen F. C. students; it was frequently neglected by the students of the Edinburgh F. C. and E. C. Colleges."

Mr. Walker:—

Domestic economy. Second year.

"The papers revised were 284 in number, written by the second year's students in all the training colleges.

"They were generally well done, none of them falling below 60 per cent. of the maximum number of marks, and the great majority attaining a much higher per-centage. The influence of the text-books, however, is distinctly traceable throughout the papers, both from the fact that the students of each college, as a rule, answer the same questions, and that the answers are in similar terms.

"This was specially conspicuous in the case of the only one of the seven colleges which seems to be acquainted with the latest minute of the Post Office authorities regarding savings bank arrangements. All the students, without exception, answered the question referring to them in almost identical terms; a striking example of a slavish adherence to text-books, which is by no means a commendable feature of their work.

"Generally, however, the papers show that sufficient attention is given to the subject.

"The composition is generally good, faults in spelling and grammar are few, and handwriting is steadily improving chiefly from the adoption of the so-called Civil Service writing.

"The stupid custom of underlining has almost disappeared. There was only one flagrant example in which abou 1300 words were underscored for no intelligible reason."

First year.

Mr. Lobban:—

"The papers were well done as a rule.

Dr. Smith:—

"The papers on this subject done by the acting teachers show a decided improvement on those of previous years. In many of the questions the substance of the answers was the same in many of the papers; but frequently a decided difference in style and form sufficiently discriminated the merit of the exercises. Speaking generally, I think the last question was less satisfactorily done than any of the others."

Mr. Andrew:—

History. Second year.

"I received 111 papers on history worked by female students of the second year for revision. Only those students who have failed at the end of their first year are now required to take it up during their second year. It is, perhaps, therefore needless to expect papers of any special merit in the circumstances. On the whole, the exercises are of fair average quality, and give evidence of the work having been faithfully prepared. The questions set

cover the period lying between the Danish kings and the repeal of the Corn Laws, and the students must be prepared to answer a selection of questions over the whole field if they are to make reasonably good marks.

"Along with the 111 papers by second year students I had to revise 162 papers by second year acting teachers. No report is called for in the case of these papers; but I may remark that, as a whole, they were distinctly inferior to the exercises of the students."

Mr. Struthers:—

"The few papers worked by students in training colleges (25 in number) were for the most part well done and require no further remark. In strong contrast to these were the papers worked by acting teachers. Of the latter only a small proportion obtain more than half marks, while a very great number secure less than 20 out of 100 marks. The want of historical information was less striking than the absence of rudimentary power of judgment or of probability. The case of the candidate who mixed up her accounts of Sir Isaac Newton with the story of William Tell—probably from the conspicuous mention of an apple in connexion with both—is only an extreme instance of the prevalent muddle. Undoubtedly the great majority of these candidates are quite unfit to be entrusted with the teaching of history in elementary schools. I have never been so strongly impressed with the absolute necessity of providing some proper training for the ex-pupil-teacher. If they cannot be admitted to a regular training college course, at all events some means must be devised for providing for their further education in an orderly and systematic manner. I notice with pleasure the decided improvement, this year as last, in the general character of the papers of candidates from Roman Catholic schools." History. Females. First year.

Mr. Waddell:—

"There is great diversity of merit in the 283 French papers by female students of the second year which were sent to me for revision. Full marks being 100, three of the papers reach 91, 92, and 96 respectively, the last two coming from Aberdeen. The mass of the papers oscillate between 70 marks and 50, while a considerable sprinkling fall below the latter number. One of the smaller colleges barely reaches half marks, and one of the larger does not much surpass that level. French. Second year.

"Both pieces given for translation into English are well done. Of the grammatical questions the one which is most successfully treated is No. 2, Section II. The next best is No. 2, Section I.

"It is satisfactory to know that the rule about the past participle with *avoir* agreeing with the preceding direct object has received adequate attention in all the colleges. As regards the remaining question in Section I., the meaning given for *en* and *l'on*, especially the latter, is pretty often faulty, and any attempt at etymology is confined to perhaps a dozen papers; and finally, the distinction intended to be drawn between 'on approche la table' and 'on s'approche de la table' is missed in the great majority of cases. Passing to Section II., I find that No. 3, which deals with the position of certain adjectives, receives answers of the most diverse character. As the majority of the students have started by translating 'plus d'une vérité' 'more of a truth,' they seldom realise the point of question No. 4, in which that phrase occurs, and their distinction between *plus* and *davantage*, while sometimes sound rarely shows satisfactory clearness. Question 5 reveals the fact that some such exercise as it supplies is needed, and might be carried further with advantage. It pretty often happens that the students correct all the errors contained in the sentences given, but in doing so commit fresh errors which detract from the value of their answers.

"In Section III. there is, I am glad to say, a reduction in the number of what may be called atrocities in accidence. In other respects the passage is not very often successfully rendered. Certain phrases which occur in it are treated in a great variety of ways. The relative 'that' is turned indifferently by *qui* and *que*, and 'whose' by *dont, du quel, de quoi, de la quelle, de qui*."

Mr. Bathgate :—

French. Second year. Acting teachers.

"I have revised 166 papers in French of the second year done by acting teachers. I must say that they present a melancholy contrast to the papers in geography and history done by students which I have usually revised at this examination, the contrast between work successfully done, and endless specimens of the way not to do it. There are enough good papers to show that the questions could be well answered by careful students; but, out of 166 papers, 131 obtain less than 40 per cent. of the full marks. I have rarely been able to allow high marks for translation either from French into English, or from English into French, and the marks obtained for accidence and syntax have been still less. There is a great want of elementary accuracy in the translations. Thus the majority, I should say, of the candidates render '*je savais que vous aviez eu*,' by 'I know that you have had.' Hardly any show power of thought sufficient to make out the difference between '*on approche la table*,' and '*on s'approche de la table*,' although a careful consideration of the second phrase would of itself explain the first. The correction of erroneous sentences usually results in the introduction of more errors. The translation of a paragraph into French is naturally the worst of the items, and is too often a collection of all possible errors. Very few candidates observe that the key to the often-repeated mood is given in the phrase '*soit à l'épreuve*,' which is supplied. Even the English grammar is far from sound. The spelling, too, of *enthusiasm* and *irresistible* proves a stumbling block.

"Altogether the papers do not present a favourable picture of the culture of candidates on the eve of assuming the full responsibility of teachers. This subject, if professed at all, should be done in such a way as to show some signs of serious preparation and mental training."

Mr. Fraser :—

French. First year.

"I received for revision 549 papers, of which 273 were worked by female students in training colleges, and 276 by female acting teachers.

"The papers of the acting teachers are no better and no worse than they have always been, but in regard to students the total impression produced by their work at this Christmas examination is more favourable than on any similar occasion. This remark applies chiefly to the translations from French into English, which in a sufficient number of instances were characterised by a creditable degree of accuracy. In spite of the morbid hesitation of certain minds to deviate from the strict grammatical rendering of sentences, a due sense of the difference between French and English methods of expression was distinctly observable. Few of the students, however, embraced the opportunity of scoring a point by the idiomatic translation of the proverb 'qui dort dine,' (a sleep is as good as a dinner). Common errors were mis-translations of *dans la campagne*, *les peuples*, *qu'on méprise tant*, and *des laboureurs*. The number of students who gave a correct rendering of the last expression could be counted on the fingers of one hand. The rhetorical and quasi-conjunctional force of *bientôt* as a reason for placing this adverb before the verb was usually perceived but not very clearly indicated, and the feminines of adjectives and of nouns were in general well enough known. Only a small proportion of the students excelled in the translation of the 12 short English sentences into French. The syntax of adjectives, when followed by infinitives, and the construction of verbs like *craindre* seem to be imperfectly known, and there are cases where a revision of the elementary grammatical notions involved in the translation of a simple sentence like 'He has no money' is by no means uncalled for."

Male and Female Students.

Mr. King :—

Geography and physiography.

"I received 236 papers for revision, all done by candidates of the second year. Of these 36 were male, and 46 were female students; while 6 were male, and 148 were female acting teachers.

"I find that I have little to add to what I said in my report on similar papers last year.

"In the students' papers the answers to the questions in physiography are, as formerly, much better done than the answers to the questions in geography.

This may be explained by the fact that as appears from the Blue Book, nearly all the students are presented, and probably all are trained, for the examination in physiography held by the Science and Art Department. It is difficult to see why the students should have two examinations on the same subject, and as the marks gained for geography are undoubtedly on the average lower than they should be, it might be well to set this paper in geography only. If it were thought desirable, a special section could be added for the benefit of the acting teachers, containing a few easy questions in physiography.

"I have again to complain of illegible writing on the part of some of the students, and to ask that sketch maps may be drawn on a reasonably large scale.

"The papers of the acting teachers show a respectable average of merit. In geography the answers are nearly as good as those of the students, but very little knowledge is shown of physiography. Few could give a sensible explanation of a solar eclipse, or of the formation of dew, and many were unable to distinguish between a glacier and an avalanche."

Mr. Bathgate :—

"From all the Scotch colleges there are only 66 papers by students who did not clear the admission examination. The questions set are typical and should be well answered. The papers are generally very satisfactory, and show methodical treatment of the subject accompanied with reasonable fulness of detail. Almost every student attempts the eight questions allowed, and nearly all gain more than 50 per cent. of the full marks. The handwriting of the papers is regular and legible. I cannot say that there is a striking superiority in the work of any one college. Geography and physiography. First year.

"The following points may be noted:—

"*Question* 1.—The drainage of the south of England is not shown in sufficient detail. As I observed on the admission papers of last summer, in a map so familiar numerous streams should be carefully traced to their watersheds.

"*Question* 4.—The seasons and causes of the overflow of the Nile are not sufficiently indicated.

"*Question* 6.—Description of position of equatorial lakes is superfluous; the size, elevation, &c., should be more dealt with.

"*Question* 9.—The formation of limestone rocks is too often reduced to the history of the coral polyp.

"*Question* 10.—Most but not all of the papers give Aitken's theory of the formation of dew.

"*Question* 12.—The diagram to explain day and night is sometimes inverted.

"Otherwise the answers are satisfactory."

Mr. Craigie :—

"The papers entrusted to me for revision consisted of 773 on mental arithmetic worked by both students and acting teachers at all the colleges and centres in Scotland. Mental arithmetic.

"When compared with last year's results it will be found that there is a slight decrease in value among the papers worked by the female students, while those of the males, on the other hand, have risen materially in efficiency. A much larger proportion of the questions set were attempted this year by both sexes, and I am glad to be able to report that instead of *one*, as last year, there are three who have obtained full value for their papers.

"The papers of the acting teachers are much inferior in quality to those of the students. The females reach about the same average mark as last year, but the males, as in the case of the students, have improved on last year's results.

"There were fewer instances this year of papers being completely filled with absurd answers, but the proportion of those who get no marks is still too large.

"In no instance did I detect the slightest trace of pencil markings for the working of the sums (a fault severely commented on last year), and only one

paper had the answers in pencil instead of ink. There are still, however, far too many instances of alterations or corrections, more especially when a rule is laid down to the effect that all such will be counted as errors."

Mr. Gall:—

Penmanship. Females. First year.

"The results are of very good average quality. As a rule, large-hand is well done, but small-hand is not always written with corresponding neatness and care. Students should remember that the latter is as much an exercise in *copy-setting* as is the former. The defective formation and spacing of capital letters referred to last year have appreciably improved. The dictation papers show some admirable specimens of current style.

Dictation.

"Only three students fail to earn more than half the marks given for this exercise, while fully one third gain the maximum. By far the most frequent mistakes occur in the words *sacerdotalism, autocracy* and *inveighs*. Judging from the attempts made to spell them phonetically, it would almost appear as if these words had never been previously heard of by a large proportion of the candidates.

"The following table shows the number of papers worked at each college together with the total number of mistakes."

College.	No. of Papers.	Total number of mistakes.
Edinburgh Epis.	29	50
„ F.C.	39	34
Glasgow F.C.	42	36
Aberdeen F.C.	26	34
Edinburgh C. of S.	54	70
Glasgow C. of S.	54	64
Aberdeen C. of S.	28	45
Totals	272	333

Mr. Gunn:—

Penmanship. Males, First and second year. Females, Second year.

"The general level is about good. A considerable number of students affect either a 'vertical' or 'civil service' hand, and these generally do the exercise well, having a definite ideal before them. Those who prefer the ordinary copy-book style seem to suffer from a want of definiteness in their theory of slope, proportions and joinings, which mars the general effect of the writing and lessens its value as a model for children to copy.

"Speaking from memory I do not think these exercises show any improvement on the work of last year. The number of mis-spellings in the copy-setting is by far too great. The rule forbidding the use of double lines for the large hand has been more generally obeyed than last year. In Glasgow F.C. College more than half of the female students (second year) have tried to circumvent this regulation by using a row of dots for an upper line, a plan which violates the spirit of the rule without giving much help to the writing.

Dictation.

"The dictation exercise is extremely well done by the male students. The average value of their papers is 96 per cent., while 72 per cent. have no error. Female students show to less advantage. Their papers average 90 per cent.; while only 47 per cent. are correct. This is no doubt largely due to the fact that the passage dictated to the female students afforded more opportunity for error than the other. In the male paper 'predilection' was really the only word regarding which there seemed to be any general doubt, while in the female paper 'sacerdotalism,' 'autocracy' and 'inveighs' were evidently all more or less unfamiliar.

"It may be noted that while the male students of both years are very nearly equal in their performance of these exercises, there is in both penmanship and dictation a slight difference in favour of those of the first year."

Mr. McNaught:—

"First Year. Music. First year.

"*Staff Notation.—Key Signatures.*—The questions on key signatures were generally well answered. Mistakes were sometimes made in the placing of sharps or flats in the bass clef. It was evident that some students had not studied signatures on this clef, an omission for which some excuse may be found in the fact that instruction books often leave this point to inference. *Intervals.*—There is still shown a difference of opinion as to the nomenclature of intervals. As there is now amongst the chief examining and teaching bodies and other musical authorities, including Dr. Mackenzie and Professor Niecks, a consensus of opinion as to interval naming, it would very much simplify matters if all the college music professors would employ the nomenclature recommended with so much force. The following is the table which has secured nearly general acceptance:—

"Interval Nomenclature Recommended.

"(*To be read from below upwards.*)

"Perfect octave	C	D	E	F	G	A	B	
Major 7th	B			E				
Minor 7th		C	D		F	G	A	
Major 6th	A	B		D	E			
Minor 6th			C			F	G	
Perfect 5th	G	A	B	C	D	E		
(1) Augmented 4th, or tri-tone				(1) B			(2) F	
(2) Diminished 5th								
Perfect 4th	F	G	A		C	D	E	
Major 3rd	E			A	B			
Minor 3rd		F	G			C	D	
Major 2nd	D	E		G	A	B		
Minor 2nd			F				C	
	C	D	E	F	G	A	B	

"*Intervals a semitone smaller than minor or perfect to be called diminished. Intervals a semitone larger than major or perfect to be called augmented.*—(*From the 'School Music Review.'*)

"*Key Analysis.*—Only a small proportion of the candidates was able to state correctly the keys of passages not in the key represented by the signature. In view of the fact that nearly all, if not all, the sol-faing from the staff notation is now taught upon the *movable doh* plan, it is important that teachers should learn something of the means by which changes of key may be theoretically recognised. It is no doubt very difficult in many cases to so analyse modern music. But in the questions given there was no difficulty, the key determining elements being plainly shown. *Time Notation.*—The four questions on time notation were answered satisfactorily. The errors made were in confusing crotchet with quaver rests and minim with semibreve rests. *Musical Terms.*—Very few understood the meaning of *un poco* and *cantabile;* otherwise the answers were good.

"*Tonic Sol-fa Notation.—Scale Construction.*—The almost utter dependence of tonic sol-faists upon names as mnemonics of effect tends to lead them to ignore the contemplation of the scale as a mass of related intervals. It should be easy for a *student* to say what other groups of contiguous scale notes are separated by the same steps as—

(*a*) m r d t_1; (*b*) d^1 t l s; (*c*) s f m r;

but it was too evident in this examination that a large proportion of the candidates were unable to reckon where these groups were duplicated. *Intervals.*—See above as to intervals in staff notation. *Pitch.*—I cannot say that pitch representation is adequately studied by tonic sol-fa students generally. For the purpose of working out pitch questions I think teachers should freely use the staff without necessarily going into its complexities.

The staff more definitely represents pitch to the mind's eye than the tonic sol-fa notation can be made to do. *Time Notation.*—I notice a pretty general improvement in the exactness and legibility of the answers given upon this point. If college professors could persuade future students to write as largely and boldly as the space allowed will permit, examiners would be grateful for the longer lease of their eyes they may thereby enjoy. *Musical Terms.*—*See* above, staff notation.

"SECOND YEAR.

Second year.

"*Staff Notation.*—*Key Signatures and Scales.*—The speciality of the second year syllabus upon these points is the representation of minor keys. On the whole the answers were good. The inaccuracies were in the writing of minor and major 6ths and 7ths. Many students have difficulty in remembering the notation of these scale degrees. In teaching I have found that it is useful to continually point out that the *minor* 6th and 7th are shown *without* accidentals and the *major* 6th and 7th *always* require accidentals that raise. *Intervals.*—The remarks made under this head in the first year report apply with still stronger force here, because the adjectives employed to define wider intervals than major differ greatly upon different systems. The main fault in the answers as to the names for chromatic intervals was in the use of the word *pluperfect* for other numbers than fourths. It is to be hoped that this word will drop out of use entirely. *Key Analysis.*—Two of three passages given were in minor keys. The correct names of these keys were rarely given by candidates. It is certainly more difficult to identify modulations to minor keys than to major keys. Students should be taught to look out for a minor leading note and the diminished fourth above when a passage will not fit any major key. *Time Notation.*—Two of the four questions gave trouble. One asked for transcription from three-four into nine-eight time, and the other the identification of syncopated notes. It was evident that these points had not received adequate attention. *Causes of Flat Singing.*—It is easier to state the principal causes of flat singing than to devise certain and easily applied means for its extinction. The question asked only for a statement of causes. The answers given, although sometimes thoughtless and absurd, showed that this really important question had employed serious attention. But one cause was missed by nearly all, viz., the flat singing of the teacher. In all beside this point the path of the school teacher of singing is mapped out clearly. *Musical Terms.*—All the terms were well defined except *meno mosso*, about which there was much speculation.

"*Tonic Sol-fa Notation.*—*The Minor Scale.*—About one third of the students who attempted the question relating to the minor scale were not able to construct as directed. It should not be difficult to notice and remember that the minor 6th and 7th are plain diatonic notes of the major scale (*fah* and *soh*), and that the major 6th and 7th are the chromatically altered notes. *Intervals.*—All that is hitherto said in this report regarding nomenclature is applicable to the answers given to this paper. Apparently many students had practised the calculation of chromatic intervals only from diatonic notes, and were thus embarrassed by the intervals asked for from chromatic notes. *The 'Perfect' and 'Imperfect' Methods.*—The rewriting of passages on the imperfect method was not often well done. *Time Notation.*—Everything was fairly satisfactory except the notation of triplets or thirds, which was generally only roughly understood. *Note Test for Schools.*—This constructive test was often very well written. Some indulged in complexities in defiance of the plain directions given. *Flat Singing and Musical Terms.*—See above, staff notation."

COMPARATIVE TABLE showing results of EXAMINATION at ADMISSION and at END of TWO YEARS' TRAINING.

College.	No. of Students.	Admission Examination, 1891.			Christmas Examination, 1893.			
		Average place on List for Scotland.	Number in		Number in			
			1st Division.	2nd Division.	1st Division.	2nd Division.	3rd Division.	Failed.
MALES.								
Edinburgh C. of S.	34	95*	16	18	12	16	5	—
„ F.C. -	35	91·8	16	19	18	12	5	—
Glasgow C. of S.	33	72*	20	13	17	13	2	1
„ F.C. -	32	48*	28	4		12	—	—
Aberdeen C. of S.	10	126*	3	7	4	6	—	—
„ F.C. -	12	122*	2	10	5	7	—	—
FEMALES.								
Edinburgh C. of S.	42	70*	41	1	25	15	2	—
„ F.C. -	53	203·7	25	28	27	21	5	—
„ Epis.	28	*306·7	18	10	4	20	3	—
Glasgow C. of S.	47	183*	25	22	20	22	2	—
„ F.C. -	54	95*	53	1	37	18	1	—
Aberdeen C. of S.	31	198*	14	17	15	13	2	1
„ F.C. -	27	189*	15	12	17	9	1	—
TOTALS (Male and Female).								
Edinburgh C. of S.	76	—	57	19	37	31	7	—
„ F.C. -	88	—	41	47	45	33	10	—
„ Epis.	28	—	18	10	4	20	3	—
Glasgow C. of S.	80	—	45	35	37	35	4	1
„ F.C. -	86	—	81	5	57	30	1	—
Aberdeen C. of S.	41	—	17	24	19	19	2	1
„ F.C. -	39	—	17	22	22	16	1	—

* Exclusive of 20 English candidates, 18 of whom were in the first, and 2 in the second class.

The following table shows the number of students who attended the University from 1874 to 1893 inclusive, although the present system of attendance was not fully introduced till 1877 :—

Year.	Number of Students.						Total.
	Church of Scotland Training Colleges.			Free Church Training Colleges.			
	Edinburgh University.	Glasgow University.	Aberdeen University.	Edinburgh University.	Glasgow University.	Aberdeen University.	
1874	6	7	—	11	9	—	33
1875	2	4	—	20	7	—	33
1876	2	8	—	24	23	—	57
1877	12	25	—	48	35	—	120
1878	20	24	—	46	40	—	130
1879	37	37	—	55	42	—	171
1880	37	37	—	48	45	—	167
1881	33	38	—	47	40	—	158
1882	35	40	—	29	38	—	142
1883	35	36	—	44	34	—	149
1884	35	34	—	43	36	—	148
1885	39	36	—	50	41	—	166
1886	43	49	2	48	45	4	191
1887	42	44	7	43	40	6	182
1888	41	33	7	50	22	6	159
1889	52	43	9	40	33	6	183
1890	53	42	9	41	43	4	192
1891	50	45	14	48	56	7	220
1892	46	44	18	51	68	13	240
1893	43	45	18	43	56	10	220
Totals	663	671	84	834	753	56	3,061

University attendance.

I continue to receive most favourable accounts from professors as to the industry and ability of training college students as a whole. They are regarded as an exceedingly creditable element in the classes, and every year succeed in carrying off important prizes. The change of date of the certificate examination from December to June or July will be welcomed by students and professors alike, as it will then be possible to utilise the whole of the University session. The removal of the admission examination from July to December will, I fear, not be regarded with so much favour. Its tendency will be to diminish not only the number of teachers who proceed to graduation, but the amount of University attendance very seriously. According to present arrangements the student, who proves himself fit to profit by University classes, can take two sessions and part of a third during his course at the training college. Another year brings him within reach of graduation. The number who take this third year has steadily increased from 38 to 71 within the last six years. Under the new arrangements a student will not be able to enter upon his third University session till he has

completed his training college course, for the date of entering the training college is, I understand, to be changed from February to October. The temptation at that point to commence the practical work of his profession will be too strong for many, and University attendance will be given up.

But a more serious objection to December for the Queen's Scholarship Examination is that between passing the examination and entering the training college there must pass nine months, during which successful candidates may or may not be retained in the schools in which they have been pupil-teachers. It is extremely improbable that this time will be profitably spent.

The number of graduate training college students is, further, pretty certain to be reduced by the necessity of passing the preliminary examination before entering graduation classes. There is, I believe, a general feeling that this examination is too high pitched. It is certainly too high for the average training college student who has not passed through the junior or non-graduation classes. Doubts have been expressed as to the expediency of students who cannot pass this examination attending non-graduation classes, as a preparation for passing it at a second trial. A glance at the ground covered in the junior or non-graduation Latin class in Edinburgh should remove these doubts. The work of that class this year consisted of Cicero Pro Milone, Livy, Book 24, Horace, Epistles, Book I., Odes, Book II., Virgil, Æneid VI. and VII., regular exercises in prose composition, a course of lectures on Latin literature, four examinations on prepared, and six on unseen work. This *mutatis mutandis* may be taken as representing corresponding programmes in Greek and mathematics. The student is exceedingly well prepared who could not profit by attending such classes. If, after such preparation, a student fails to pass the preliminary examination, it is worth considering whether he should continue his University studies, and should not rather content himself with the lower reaches of the teaching profession.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education for Scotland.

SPECIAL REPORTS.

EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—Peter Mackinlay, M.A., Principal; Rev. A. M. Trotter, M.A., B.D., English; Edward Kirkpatrick, M.A., Oxon., drawing and classics; Alexander Morgan, M.A., B.Sc., science and mathematics; James McN. Steele, master of method; Leo Melliet, B.A., LL.B., Paris, French; Walter Hately, music; James Hay, drawing; James A. Moonie, singing; Janet E. Macgregor, lady superintendent; Mary J. Smith, music; Catherine Walker, lady superintendent of boarding house.

Health of Students.—The medical report is highly satisfactory. Only two students have been a few weeks absent from temporary ailments.

Number of Students.—The number of students during the past session was as follows:—

Males.	
First year	29
Second year	34
	63
Females.	
First year	54
Second year	42
	96

giving a total of 159, or one more than last year.

These may be further divided into two classes, viz.:—

1. *Students holding Scholarships.*—All the male and female students hold bursaries. The males receive 25*l.* or 23*l.* per session, according as they pass in the first or second class at the admission examination. The university students have matriculation and class fees paid for them.

Forty female students receive bursaries varying in value from 18*l.* to 8*l.*

All students pay yearly 5*l.* for books and education.

2. *Ordinary or self-supporting Students.*—56 female students.
All had been pupil-teachers.

The Practising School.—The practising school is largely attended and in a state of great efficiency.

The Boarding House.—The boarding house is admirably conducted.

Cookery.—Cookery and laundry are taught as formerly.

University Students.—The number of students attending Edinburgh University during the present session is as follows:—

(*a.*) First year students who passed the admission examination in July last	15
(*b.*) Students who are in their second year of training	18
(*c.*) Students who completed their two years of training in December last	10
Total	43

Classes attended.—10 attended junior, and 21 senior Latin; 1 senior Greek; 20 junior, and 3 senior mathematics; 5 English literature; 9 natural philosophy; 1 chemistry; 19 education; 3 logic; 1 geology; 2 moral philosophy.

University Distinctions.—Two bursaries and 10 class prizes were gained, while in addition students' names appear 37 times in the certificate of merit list. Sixteen of the 18 second years' men cleared the whole preliminary examination before beginning their second session, all passing in higher Latin.

Last session two female students were allowed to attend the University, and both obtained honourable mention.

RESULTS.

Drawing:—

Passes, first class	51
„ second class	37
Certificates	29

Science.

Subject.	Number presented.	Passed in		Failed.
		First Class.	Second Class.	
Physiography:				
Advanced stage	74	48	22	4
Elementary stage	83	45		38
Sound, Light and Heat:				
Advanced stage	5	1	4	—
Elementary stage	56	30		26

Christmas Examination.—The results of the examination for certificates at Christmas, 1893, are given in the tables following this report. The average place of the males at the admission examination, 1891, was 95, and of the females 70. At the end of two years' training 37 passed in the first, 31 in the second, and 7 in the third division, below which none fell.

Out of 158 candidates of both years, 131, or 82·9 per cent., are in the first and second divisions as against 89·2 per cent. last year. It may also be noted that 57, or 36 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Dr. Webster, Rev. Dr. Giffen, Rev. Dr. Gray, Rev. J. Patrick, and Professor Laurie.

EDINBURGH FREE CHURCH TRAINING COLLEGE.

Visited with Mr. Struthers in May, November, and December.

Staff.—M. Paterson, B.A., LL.D., Principal; Wm. Lees, M.A., mathematics; David Baxter, M.A., English and classics; F. Spence, M.A., science; C. le Harive., French; J. B. Napier, drawing; Walter Hately, music; T. B. M. Lamb, M.A., and H. A. Jamieson, M.A., tutors in classics and mathematics; Miss Shanks, lady superintendent, English; Miss Brown, head of boarding house, sewing; one teacher of cookery; and two drill sergeants.

Health of Students.—The medical officer reports the health as very fair. Ailments have not been serious, but more applications than usual have been made for medical advice. Three students were sent home temporarily.

Attendance of Students.—The number of students during 1893 was:—

Males.	
First year	30
Second year	35
	65
Females.	
First year	42
Second year	53
	95
Total	160

These may be divided into two classes, viz.:—

1. Students holding Queen's scholarships:—

	Males. £	Females.
25, each	25	
34 „	23	
6 „	21	
2, each		18
6 „		15
12 „		10
21 „		8

2. Ordinary or self-supporting students:—

Females	54

All had been pupil-teachers except two male and two female students.

The Practising School.—The attendance and efficiency are of the same satisfactory character as formerly.

The Boarding House.—Since the death of Miss Smith, the lady superintendent, the boarding house has been under the very satisfactory management of Miss Brown.

Cookery, &c.—Cookery, laundry, and drill are taught as formerly.

University Students during the present session :—

	Males.	Females.
(*a.*) Who passed entrance in July 1893	13	2
(*b.*) „ „ 1892	15	1
(*c.*) „ „ 1891	17	—
Total	45	3

Classes attended:—

13 attend the junior, 11 the senior, and 1 the honours Latin class;
7 „ „ 7 „ Greek;
18 „ „ 3 „ , 1 the intermediate honours, and 1 the advanced honours mathematics;
8 attend the junior, 1 the intermediate honours, and 1 the advanced honours natural philosophy;
9 attend English literature, 15 education, 19 logic, 2 moral philosophy, and 1 chemistry (theoretical and practical).

(4.)

Drawing Results.

1st class passes	42
2nd class „	61
Certificates	17

(5.)

SCIENCE RESULTS.

I.—*Elementary.*

	Passed.	Failed.	Total.
Sound, Light and Heat	8	20	28
Mechanics of Solids	8	4	12
Mechanics of Fluids	3	2	5
Practical Plane and Solid Geometry	12	48	60
Geometrical Drawing	20	2	22
Physiography	41	15	56
	92	91	183

II.—*Advanced.*

	First Class.	Second Class.	Failed.	Total.
Sound	3	28	1	32
Mechanics of Solids	1	—	—	1
Physiography	18	57	18	93
	22	85	19	126

Certificate Examination.—At the July examination of 1891 the average place of the males was 91·8, and of the females 203·7. At the end of two years' training 45 passed in the first, 33 in the second, and 10 in the third division. Out of 156 candidates of both years 142, or 91 per cent., are in the first and second divisions as against 84·9 per cent. last year. Of these 76, or 48·7 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present at the meeting of the board were the Rev. Dr. John McEwan, Rev. J. C. MacPhail, Rev. W. M. Falconer, Rev. J. M. Sloan, and A. Gray, Esq.

EDINBURGH EPISCOPAL FEMALE TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—Rev. J. R. Leslie, M.A., Principal; Isabella Smith, lady superintendent; Margaret E. Oxley and Margaret E. Davidson, governesses; Jas. Sneddon, Mus. Bac., Cambridge, music; J. A. L. Kunz, French; Mrs. Black, cookery; Mary L. Rayner, practising school; Mary Goodwin, kindergarten.

Health of Students.—The medical officer reports two cases of serious illness, one ending fatally. Slight ailments have been more numerous than usual. With the exception of eight mild cases of influenza, there has been no epidemic disease. He thinks the provision of a recreation room would be of great hygienic value. This will be dealt with by the end of another year, when the transference of the management to the Church Council will be either carried out or definitely refused.

The number of students during the past session was as follows :—

FEMALES.

First year	30
Second year	27
	57

In this college all the students are received on the same terms. There are no bursaries as in the other Scotch colleges. Each student pays an entrance fee of 12*l.* and receives her board, washing, education, &c. free.

All but four had been pupil-teachers.

The Practising School.—The efficiency of the practising school and management of the boarding house continue to be quite satisfactory.

Drill, &c.—Drill, cookery, and laundry work are taught as formerly.

University Students.—During the winter session one junior student attended the English class at the University.

RESULTS.

Drawing :—

Passes, first class - - - -	27
„ second class - - - -	26
Certificates - - - - -	1

Science.

Subject.	Class.	Stage.	No. presented.	Passed.		Failed.
				First Division.	Second Division.	
Physiography -	2nd year -	Advanced -	26	1	16	9
„ -	„ -	Elementary -	1	—	—	1
„ -	1st year -	„ -	29	3	—	26

Christmas Examination.—The results of the examination for certificates, 1893, are given in the tables following this report. The average place of the candidates at the July admission examination, 1891, exclusive of 20 English candidates, was 306·7. That with this much lower average place at admission the result should be, at the end of two years' training 4 passes in the first, 21 in the second, and 4 in the third division, is very creditable to all concerned.

Of the 58 candidates of both years, 43, or 74·1 per cent., are in the first and second divisions, and 5, or 8·6 per cent., are in the first division.

COMMITTEE.

The members of the committee of management present at the meeting of the board were the Very Rev. the Dean of Edinburgh, H. Y. D. Copland, Esq., and George J. Wood, Esq.

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Ogilvie in May and November.

Staff.—David Ross, M.A., B.Sc., LL.D., Principal; James Beveridge, master of method; Daniel G. Miller, M.A., classics and history; Alex. M. Williams, M.A., English; Alex. V. Lothian, M.A., mathematics and science; D. B. Johnstone, A.Mus., music; A. L. Gorecki, French; John A. Monteith, drawing; Beatrice Fenwick, lady superintendent; Mary Allan, assistant lady superintendent; J. Lamond, superintendent of boarding house; T. Lindsay, drill instructor.

Health of Students.—Health of students remarkably good. No case of a serious kind to report on.

The number of the students during the past year was :—

MALES.

First year	29
Second year	32
	61

FEMALES.

First year	53
Second year	45
	98

These may be further divided into two classes, viz. :—

1. Students holding Queen's scholarships :—

MALES.

	£
15, each	26
46 „	23

FEMALES.

2, each	18
6 „	15
12 „	10
20 „	8

2. Ordinary or self-supporting students :—

Female	58

All the students but one female had been pupil-teachers.

The Practising School.—The condition of the practising school is of the same satisfactory character as in previous reports.

The Boarding House.—Mrs. Lamond's management of the boarding-house is entirely satisfactory. A considerable sum has been expended during the year in increased lavatory accommodation, &c.

Drill, &c.—Drill, cookery, and laundry are taught on the former lines.

University Students.—

1. (*a.*) New entrants (passed in July 1893)	14
(*b.*) End of first year	15
(*c.*) „ second year	16

2. *Classes attended :*—10 senior, and 15 middle Latin; 8 senior, and 12 middle Greek; 1 senior and 40 middle mathematics; 6 English literature; 8 moral philosophy; 2 natural philosophy. The prohibition of logic (except under restrictions as to marks) has transferred 14 students from that subject to mathematics.

RESULTS.

Drawing :—

Passes, 1st class	100	179
„ 2nd class	79	
Certificates	50	

Science.

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Division.	Second Division.	
Mathematics:					
(*a.*) Solids	Men, 1st year	29	21	—	8
(*b.*) Fluids	Men, 1st year	29	9	—	20
Light	Men, 2nd year	31	2	19	9
Physiography	All classes	155	100	23	32

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report.

The average place of the males at the July examination, 1891, was 72, and of the females 183. At the end of two years' training 37 passed in the first, 35 in the second, 4 in the third, and 1 below the third division.

Out of 159 candidates of both years, 142, or 89·3 per cent., are in the first and second divisions, as against 89·8 per cent. last year. It may also be noted that 57, or 35·8 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were Sir J. N. Cuthbertson, Rev. John Watt, D.D., Rev. R. K. Monteith, B.A., James Graham, Esq., LL.D., and Professor Laurie.

GLASGOW FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Ogilvie in May and November.

Staff.—Thomas Morrison, M.A., LL.D., Principal; John Kerr, M.A., LL.D., mathematics; Edmund Boyd, master of method; Thomas M. Morrison, M.A., history and physiography; James White, English and drawing; Wm. M. Miller, music; A. Gorecki, French; Mrs. James, lady superintendent; Mrs. Black, cookery; Miss Clark, music; Sergt.-Major Pearcey, drill.

Health of Students.—Medical report is perfectly satisfactory. Only a few ailments of a trivial character.

Number of students in attendance, 1893 :—

MALES.

First year	31
Second year	32
	63

FEMALES.

First year	54
Second year	43
	97

SCHOLARSHIPS.

MALES.

	£
49, each	25
14 „	23

FEMALES.

2, each	18
6 „	15
12 „	10
20 „	8

Fifty-seven female students were self-supporting. All the students, both male and female, had been pupil-teachers.

The Practising School.—The practising school continues to be numerously attended and efficiently taught.

Drill, &c.—Drill, cookery, and laundry are taught as formerly.

University Students.—Attending during the present session :—

1. (*a.*) Who passed entrance examination last July	9
(*b.*) At the end of first year	26
(*c.*) „ of second year	21
Total	56

2. *Classes attended* :—Eight attended the senior, and 12 middle, Latin ; 14 senior, and 19 middle, Greek ; 7 senior, and 6 middle, mathematics ; 20, English literature ; 22, logic ; 19, moral philosophy ; 11, natural philosophy ; 1, astronomy.

RESULTS.

Drawing :—

Passes	98 1st class.
„	104 2nd class.
Certificates	12 1st class.
„	53 2nd class.

Science.

	No. presented.	1st Class.	2nd Class.	Failures.
Physiography—Males, 2nd year	32	17	15	0
„ Females, 2nd year	54	26	22	6
Theoretical Mechanics—Males, 2nd year	32	5	20	7

	No. presented.	Pass.	Failures.
Physiography—Males, 1st year	31	27	4
„ Females, 1st year	42	27	15
Theoretical Mechanics—Males, 1st year	31	22	9

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1891 was 32, and of the females 54. At the end of two years' training 57 passed in the first division, 30 in the second, and 1 in the third division.

Out of 160 candidates of both years, 157, or 98·1 per cent., are in the first and second divisions, as against 94·2 per cent. last year. It may also be noted that 95, or 59 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Principal Douglas, D.D., Rev. James Brown, Hugh Brown, Esq., and James Parlane, Esq.

ABERDEEN CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Stewart in April and October.

Staff.—Joseph Ogilvie, M.A., LL.D., Principal; Peter J. Anderson, M.A., LL.B. mathematics and science; David Craib, M.A., English and classics; J. Hoffmann, L.R.A.M., music; George Brown, drawing; Alfred McLeod, elocution; Major Cruden, physical training; Elizabeth Cleland, French, &c.; Ella G. Worship, sewing; Isabella Clarke, domestic economy; Jessie Morrison, mistress of method; Wm. Stephenson, M.D., medical officer.

Health of Students.—The medical officer reports the health of the students as being very satisfactory. One serious case ended fatally. Besides this there were only a few minor ailments.

Attendance.—The number of students in attendance during the past session was:—

MALES.

First year	10
Second year	10
	20

FEMALES.

First year	29
Second year	31
	60

SCHOLARSHIPS.

MALES.

	£
7, each	25
13 „	20

FEMALES.

2, each	18
6 „	15
32 „	10

There are, in addition, 20 self-supporting female students:—

All but two male and five female students had been pupil-teachers.

The Practising School.—The attendance and efficiency of the practising school are well maintained. The improvement effected by Miss Morrison as mistress of method deserves special mention. I was struck by the pleasant distinctness of the answering in all classes.

Boarding House.—The management of the boarding house is all that could be wished.

Drill.—Major Cruden and his assistant are still well to the front in this important branch. In respect of spirit, variety of exercise and precision, nothing could be better.

Cookery, &c.—Cookery and laundry are taught as formerly.

University.—This year for the first time the University of Aberdeen appointed a lecturer on Education. The appointment was given to Dr. Joseph Ogilvie, the Principal of this College. The department recognise the lectures as sufficient for the purpose of Art. 102 (*c*).

University Students.—The number of students attending the university during session 1893–94 in terms of Art. 102 of the Code is:—

		Males.	Females.
(*a.*)	Who passed the entrance examination in July 1893	5	3
(*b.*)	" " " " 1892	4	—
(*c.*)	" " " " 1891	3	—
(*d.*)	" " " " 1890	3	—
	Totals	15	3

Classes attended:—Latin, 5 junior, 1 senior; mathematics, 4 junior, 6 senior English, 3 (including 2 females); education, 10 (including 3 females); natural philosophy, 5; logic, 6; moral philosophy, 4; natural history, 4.

University Distinctions.—A former student graduated M.A. with second class honours in mathematics, and divided the Boxill Mathematical Prize of 30*l.* In addition 12 students gained class prizes, and 14 were placed in merit list.

Results.

Drawing:—

Passes	107
Certificates, (1st class)	13
" (2nd class)	33

Science.

Subject.	Stage.	Students of	No. presented.	Passed.	Passed in		Failed.
					1st Class.	2nd Class.	
Practical Plane and Solid Geometry.	Elementary	1st year	20	18	—	—	2
" " and Solid Geometry.	"	2nd year	10	5	—	—	5
" (Geometrical Drawing).	"	2nd year	1	1	—	—	0
Mechanics (Fluids)	"	1st year	10	1	—	—	9
Human Physiology	"	1st year	5	4	—	—	1
" "	Advanced	2nd year	10	4		6	1
Physiography	Elementary	1st year	30	7	—	—	23
"	"	2nd year	3	0	—	—	3
"	Advanced	2nd year	38	23	3	20	15
Total			127	68	6	26	59

Christmas Examination.—The average place of the males at the entrance examination in July 1891 was 126·5, and of the females 198·6. At the end of two years' training 19 passed in the first, 19 in the second, and 2 in the third, and 1 below the third division.

Out of 79 candidates of both years only 5 fall below the second division, and 35, or 44·3 per cent., are in the first division.

Committee.

The members of the committee of management who were present at the meeting of the board were the Rev. Dr. Cooper, Professor Stewart, Alexander Simpson, Esq.

ABERDEEN FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Stewart in April and October and November.

Staff.—John Adams, M.A., B.Sc., Principal; John L. Mackenzie, B.A., B.Sc., mathematics and science; John Downie, M.A., Latin and English; George Davidson, physiography and school subjects; Alex. Bremner, M.A., B.Sc., practising school; Wm. Litster, music; John Hay, drawing; Major Cruden, drill; Robert. B. Bateman, Mus. Bac., instrumental music; Mrs. Black, cookery; Dr. Urquhart, medical officer; Agnes Walker, LL.A., lady superintendent.

Health of Students.—The health of the students is reported as being on the whole satisfactory. One student has had a serious illness, and another on the advice of her family medical attendant has been withdrawn from her studies.

There were in regular attendance the following students :—

Males.	
First year	12
Second year	12
	24
Females.	
First year	28
Second year	27
	55

These may be further divided into two classes, viz. :

1. Students holding Queen's scholarships :—

Males.	£
8, each at	25
15 „	23
1 „	21

Females.	£
2, each at	18
6 „	15
12 „	10
20 „	8

2. Ordinary or self-supporting students :—

Females	15

All but three male and five female students had been pupil-teachers.

Practising School.—The practising school maintains its high efficiency. Miss Walker's skill and fidelity as lady superintendent are as hitherto all that could be desired.

Drill.—In this and in the E. C. College the instruction, the variety and excellence of the exercises are the same.

Cookery.—This year the junior students attended lectures and did practical work at the cookery school under the Aberdeen Educational Trust. The senior students got their instruction in cookery and laundry as in former years.

University Students.—The number of students attending the University during the present session in terms of Art. 102 (*a*) of the Code is as follows:—

(*a.*)	Students who passed the admission examination in July 1893	2
(*b.*)	Students at end of first year	7
(*c.*)	„ „ second year	1
	Total	10

Classes attended :—4 attend natural philosophy; 8 senior mathematics; 2 junior mathematics; 4 English; 2 junior Greek; 1 honours Latin; 1 honours Greek; 2 junior Latin; 2 senior Latin; 1 moral philosophy; 1 logic.

RESULTS.

Drawing:—

2nd Class	60
1st Class	43
Certificates, 2nd Class	13
2 *D's* under old regulations, 1st Class	4

Science.

Subjects.	Class.	Number examined.	Number passed.	Number Failed.	Number in Advanced Stages who passed in the	
					First Division.	Second Division.
Agriculture	1st year, males	12	11	1	—	—
„	2nd „ „	12	12	—	6	6
Geometry	1st year, males	7	7	—	—	—
„	„ „ females	16	12	4	—	—
„	2nd „ males	1	1	—	—	—
„	„ „ females	1	1	—	—	—
Physiography	1st year, males	12	9	3	—	—
„	„ „ females	26	11	15	—	—
„	2nd year, males	12	9	3	4	5
„	„ „ females	26	16	10	6	10
Totals		125	89	36	16	21

Christmas Examination.—The results in the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1891 was 122, and of the females 189. At the end of two years' training 22 passed in the first, 16 in the second, and 1 in the third division.

Out of 79 candidates of both years only two passed below the first and second divisions. It may also be added that 39, or 49·3 per cent. of all the candidates, passed in the first division.

COMMITTEE.

The members present were the Rev. Prof. Salmond, D.D., the Rev. W. M. Clow, B.D., Hugh R. Souper, Esq., and Gray C. Fraser, Esq., secretary.

REPORT, *for the Year* 1893, *on* NEEDLEWORK, *in the* TRAINING COLLEGES *of* SCOTLAND, *by* THE HONOURABLE MRS. COLBORNE, DIRECTRESS OF NEEDLEWORK.

MY LORDS, 17th Feburary 1894.

I HAVE the honour to submit a short report on the needlework of the students attending the training colleges of Scotland, with a few comments on the work done by the candidates at the Queen's Scholarship Examination of 1893.

The average marks gained by the students were slightly lower than those of 1892, but the difference is so trifling that it has little significance, and we may fairly consider that there has been no falling off in the care bestowed on the subject by the authorities of the various colleges.

The students' powers of demonstrating on the blackboard have greatly increased, and nowadays it seldom occurs that a lesson on needlework is given without the attention of the scholars being secured by good diagrams on the blackboard. Formerly a needlework class lesson was apt to consist of little more than a few set phrases on how to do certain exercises and how to avoid certain faults, with perhaps an equally uninteresting explanation of technical terms, but at present a lesson on the subject shares the same popularity as other object lessons.

The test exercises of the acting teachers at the Christmas examination were much more satisfactory than they have hitherto been; the candidates had evidently prepared themselves more thoroughly than in former years, and in many instances their work would have compared most favourably with that of students who had had the greater advantage of a two years' course of instruction at a college.

The same improvement was noticeable in the needlework exercises at the Queen's Scholarship Examination; the average marks were 7 per cent. higher than those of 1892; this improvement is the more encouraging as the number of candidates has increased from 749 in 1892 to 1,123 in 1893.

It is only occasionally that I see the needlework of children attending the elementary schools of Scotland, I therefore feel it difficult to give a decided opinion on its merits, but I am anxious to avail myself of the opportunity afforded by a general report to beg that Her Majesty's Inspectors will set a higher value on good practical needlework, and on a fair knowledge of simple cutting out, than on small stitches or elaborate patterns. When the children in our public schools have been thoroughly grounded in the principles of plain needlework, there is little fear of their not, in later years, acquiring all necessary skill. During the earlier period of their school life, needlework should be treated simply as an elementary subject (of equal importance to girls as reading or writing), but all tendencies to excessive fineness of materials or stitches, to intricate shaping, to excessive trimming, or to other eye-straining exercises should be discouraged.

I beg leave to submit to my Lords the special reports on the training colleges.

I have the honour to be, &c.

RHODA E. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TRAINING COLLEGES.—SCOTLAND.

Aberdeen Church of Scotland.

2nd Year Students.

The teaching skill of the students reached a satisfactory standard, but their practical work at the certificate examination was somewhat lacking in finish. The paper patterns, though correct, showed the same weakness.

1st Year Students.

The test exercises were well carried out, some of the theoretical papers were excellent; but many of the students failed to remember that a first lesson in cutting out should be an explanation of the *principles* of cutting out illustrated by simple diagrams. The information and directions contained in several of the papers would often have been far beyond the receptive powers of a child just beginning the subject.

Aberdeen Free Church.

2nd Year Students.

The average standard in teaching skill reached by the students at their last examination was quite equal to that of former years. The paper patterns at the certificate examination were cut out correctly, but in several cases they were made up in a very faulty manner.

The garments, specimens, and diagrams worked during the year were excellent.

1st Year Students.

The theoretical part of the examination was most satisfactory; the papers were written with great care; the diagrams were numerous and showed clearly the different steps in gusset-making. The needlework tests were extremely neat and well done.

Edinburgh Church of Scotland.

2nd Year Students.

There has been further improvement in the teaching skill of the students; many of the lessons (especially those on knitting) were excellent. The actual stitches in the needlework exercises were good; but the paper patterns were sent up in a very unfinished state, many a nightgown appeared without sleeves or collar.

1st Year Students.

The needlework in the garments, which I examined at my annual visit to Edinburgh, was far more satisfactory than that in the test exercises worked at Christmas, many of the latter were wanting in neatness and finish.

The needlework papers were generally well expressed, and the information they contained was correct, but in some cases ignorance of the commonest rules of needlework was apparent.

Edinburgh Free Church.

2nd Year Students.

The results of the Christmas examination in practical needlework were not, I regret to say, at all satisfactory; the exercises were sent up in such an unfinished state (especially the paper patterns) that only low marks could be awarded. Had the students but reached as high a standard at the December examination as they attained last October in class teaching, their position in the mark list would have been an excellent one.

1st Year Students.

The students have passed a satisfactory examination in practical needlework, but want of knowledge or inattention led many to write very faulty papers on the art of pleating.

Edinburgh Episcopal.

2nd Year Students.

The teaching powers of the students have reached a much higher standard than in former years, some of the class lessons were excellent; the instruction was practical and definite; time was not wasted in talking about matters which did not strictly belong to the subject under consideration, but simple clear directions were given to the scholars, whilst the teachers illustrated their explanations by sensible diagrams.

The cutting-out exercises at the Christmas examination deserved praise.

1st Year Students.

The needlework exercises, though neat, did not attain a very high standard, and the diagrams were weak; the theoretical papers were also very unequal in quality, a few very good, but several very far from satisfactory.

Glasgow Church of Scotland.

2nd Year Students.

The results of the examination in teaching were very satisfactory; the needlework done by the students during the year was also thoroughly good. Finish and industry were shown in the paper patterns (one part of the Christmas test exercises).

1st Year Students.

The work of the junior students at the Christmas examination did not reach quite as high a standard as I had been led to expect it would have done, judging from the finished work in October, which was particularly good. The diagrams were often weak.

GLASGOW FREE CHURCH.

2nd Year Students.

At the autumn examination there was no falling off in the general character of the demonstration lessons, many were extremely good, and nearly all were illustrated by excellent diagrams.

The same ability to draw and cut out a good pattern was shown at the Christmas examination, many students receiving full marks for their neatly-finished paper garment. The needlework tests were also very satisfactory.

1st Year Students.

The information given in the needlework papers was arranged with care and method, the diagrams illustrating the subject were excellent. Great neatness and thoroughly good work were shown in the carrying out of the needlework tests (Christmas examination).

REPORT, *for the Year* 1893, *by* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *in the* TRAINING COLLEGES *of* SCOTLAND.

MY LORDS,

I HAVE the honour to present my reports and those of my colleague Mr. McNaught on the results of our inspection of training colleges during the past year. We have from time to time expressed our gratification at finding a steady progress in practical music, and this year's examination shows no falling off or retrogression, although of course the higher the standard already reached, the less easily noticeable and striking will be the results of further advance. It is to be hoped that all students in training colleges will steadily bear in mind the fact that their preparation is for the purpose of making them good teachers of children, and that the course of study they pursue is not merely for the sake of gaining marks; therefore, any subject which may afterwards prove of importance to them should be studied even if it does not bring them immediate gain. Amongst such subjects stands prominently the art of voice-production. No art requires more patience, power of observation, and systematic work, but any experience gained in it is of the highest value.

I have to express our great regret at the loss of Mr. Miller of Glasgow. He was an ardent lover of music and musical education, and as a teacher in the Free Church Training College he threw himself most heartily into the new state of things and the higher requirements of the present day. As might be expected, his students caught his zeal, and profited by the labour and time he so willingly bestowed on them. His loss will be widely felt.

I now give a short report on each college.

ABERDEEN (CHURCH OF SCOTLAND).—On the evening before the examination the choral classes gave a most interesting and excellent concert. The programme included pianoforte solos, duets, and quartets, songs, part-songs, choruses, and a portion of Gade's Cantata *The Erl King's Daughter*. Amongst the composers' names were Mozart, Rossini, Raff, Dvorak, Hoffmann, Smart, Hatton, and others. When the individual examination took place it seemed to me surprising that such good results could have been produced with such unequal material. The men did not come out well; with two or three exceptions they were very backward in music, not in most cases from want of natural taste, but I fear from want of proper personal and serious attention. The female students showed very good results, a few only were not in a forward state owing to an entire absence of musical training when pupil-teachers, the rest were not only well prepared, but showed considerable ability. The general study of the pianoforte by the female students is of the greatest value to them, but some are apt to forget that it does not and cannot supersede the power of singing well, and their vocal sight-reading was not always as good as might have been expected from such skilled instrumentalists. On the whole the results were highly creditable.

ABERDEEN (FREE CHURCH).

Mr. McNaught reports:—

"The songs were particularly good, and they were much better sung than before in my experience of this college. The time-tests were generally well

done, but the beating was not so generally satisfactory. The other tests had been adequately prepared. The choral performances were very good, the tone and blend of the voices being excellent. Several of the students played skilfully. On the whole the music is being satisfactorily attended to in this college."

EDINBURGH (CHURCH OF SCOTLAND).—Amongst the female students which I examined were a large number possessing unusually good voices and considerable natural musical taste; in fact, I have rarely, if ever, found such excellent material in Scotland. As a natural consequence the results of the individual examination were excellent, and following upon it a concert was given of the most interesting kind. The programme included, amongst other works, Gade's *Spring's Message*, and Hofmann's Cantata *Song of the Norns*. As I have stated in previous reports, a great impetus is given to the musical training by providing the students so liberally with lessons on the pianoforte; of the junior students 47 were being taught, and of the seniors 33, in all 80. We heard some meritorious class-playing by students in the various grades.

Mr. McNaught reports:—

"I examined all the male students. These were a good set, many of them possessing nice voices and showing good taste. The feature of the sight-singing was its confidence—a confidence approaching rashness in the case of some students. The ear-tests were, as a rule, well done. Great pains had been taken with the choral music. The performance would have been creditable to an experienced choral society."

EDINBURGH (EPISCOPAL).—A very nice performance of part songs and choruses by Schubert, Bishop, Mendelssohn, Smart, Sneddon, and others, preceded the individual examination. Both the choral classes, whether alone or in combination, sang with excellent taste and finish. In the sight-reading examination I noticed a general hesitation on approaching a modulation, and the beating of time was not as good as it should have been. In other respects the results were thoroughly satisfactory.

EDINBURGH (FREE CHURCH).—A capital selection of songs had been chosen, and many of them were very nicely sung. The weak point in the individual examination was the time, very few of the students which I examined had thoroughly learnt either how to read it or beat it. An interesting programme of madrigals, part-songs, quartets, and other pieces was excellently performed by the choral classes separately or jointly. At the close Mr. McNaught and I met the committee, and we stated our opinion as to the results of the examination.

Mr. McNaught reports:—

"The songs I heard were nearly all good, but they were not always so well adapted to the singer as one could wish. It was a very great advantage for the students to enjoy the assistance of the skilful accompanist engaged for the purpose of helping with the songs. The tests were fairly rendered, but with not quite enough fluency."

GLASGOW (CHURCH OF SCOTLAND).—The men were examined by me, and they did excellent work. The tests and questions were, with very few exceptions, mastered rapidly and smartly. There were many capital baritone voices among them. The examination of the female students was equally satisfactory; in fact the individual work reached a higher standard than it has ever done before in this college. The choral classes sang many part-songs, choruses, glees, &c., with good attack and much expression. An excellent selection of songs was presented, and, generally speaking, they were tastefully sung.

Mr. McNaught reports :—

"The songs were very good, but some were allotted without sufficient regard for capacity. An elaborate and independent accompaniment to even simple vocal music is a source of embarrassment to a weak singer. The tests were fairly well sung. There was some uncertainty on the part of students as to which method of notation they would use."

GLASGOW (FREE CHURCH).—The students examined by me (the majority of the females), though in some respects they reached a good standard of work, were conspicuously wanting in the matter of singing and beating in time. The modulations also were very seldom got through without a most unmusicianlike break in the rhythm. The songs had been carefully prepared, and were, for the most part, sung with considerable taste. The choral classes sang some anthems, part songs, and madrigals excellently. At the close of the performance we met the committee and reported to them the results of the examination.

Mr. McNaught reports :—

"The tests were sung with unusual fluency. There was a tendency to sing time-tests too quickly. Students when singing separately are very apt to adopt a quick metronome rate which they apply to everything they do. When monotone time exercises are thus treated and sung to *lah* or *doh* the syllable generally degenerates into the ugly effect *ler* or *der*. This pronunciation is only too frequently tolerated in schools.

"I hope I may be allowed to add an expression of my great regret at the decease of Mr. W. M. Miller. As college teacher Mr. Miller must have been the means of musically educating more school teachers than any other professor in Scotland. But outside the college his work in connexion with school music was even more extensive and beneficial. Music in Scotch elementary schools, therefore, owes a great debt to Mr. Miller. Former reports upon our examinations have repeatedly borne testimony to his energy and skill."

I have the honour to be, &c.

JOHN STAINER.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

CHRISTMAS EXAMINATION, 1893.

TABLE showing the AVERAGE NUMBER of MARKS obtained by STUDENTS of the SECOND YEAR in PRACTICAL SKILL in MUSIC.

MALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland	32	44
„ Free Church	32	45
Glasgow, Church of Scotland	31	45
„ Free Church	31	45
Aberdeen, Church of Scotland	10	35
„ Free Church	10	46
Total	146	44

FEMALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland	42	47
„ Free Church	52	45
„ Episcopal	27	45
Glasgow, Church of Scotland	45	46
„ Free Church	54	45
Aberdeen, Church of Scotland	31	44
„ Free Church	26	46
Total	277	46

* The maximum number being 50.

List of Training Colleges under Inspection in Scotland.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh (Church of Scotland), Castle Hill Terrace.	S. S. Laurie, Esq., 16, Chambers Street, Edinburgh.
Edinburgh (Free Church), Moray House	J. Watt, Esq., Free Church Educational Committee, Edinburgh.
Glasgow (Church of Scotland), Dundas Vale.	S. S. Laurie, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow (Free Church) - -	A. S. Baird, Esq., Free Church Training College, Glasgow.
Aberdeen (Church of Scotland) -	Messrs. Simpson & Cruden, 13, Bridge Street, Aberdeen.
Aberdeen (Free Church) - -	G. C. Fraser, Esq., Free Church Training College, Charlotte Street, Aberdeen.
For Mistresses only.	
Edinburgh (Scot. Epis.), Dalry House -	Rev. J. R. Leslie, Dalry House, Edinburgh.

STATISTICS FOR THE YEAR 1893.

TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE in 1893; and NUMBER of STUDENTS in 1894.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1893.		Expenditure in 1893.	Number of Students in 1894.					
							Admitted.			Accommodation for		
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.		Male.	Female.	Total.	Male	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of Scotland - -	14,699 7 10	11,847 8 0	26,546 15 10	15,269 6 0	3,777 14 7	19,047 0 7	134	309	443	—	—	—*
Free Church - - - -	14,467 18 6	7,492 10 0	21,960 8 6	14,876 2 0	3,184 2 7	18,060 4 7	147	290	437	—	—	—*
Episcopal - - -	- - -	- - -	- - -	1,768 1 9	772 0 0	2,540 1 9	—	59	59	—	60	60
Total - -	29,167 6 4	19,339 18 0	48,507 4 4	31,913 9 9	7,733 17 2	39,647 6 11	281	658	939	—	—	—

*The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

(No. 2.)

Table showing Number of Officers, Students, &c.

Training College.	Number of Officers.		Number of Students in training, February 1893.			Number who quitted College at end of 1893.	Number of new Admissions in 1894.	Number of Students in training, February 1894.			Accommodation for.	Passed for.
	In College (including Principal).	In Practising School.*	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
Church of Scotland at —												
Aberdeen, *Male*	10	—	20	—	20	10	6	16	—	16	†	443
„ *Female*			60	—	60	31	47	76	—	76	†	
Edinburgh, *Male*	11	—	63	—	63	34	27	56	—	56	†	
„ *Female*			97	—	97	43	56	110	—	110	†	
Glasgow, *Male*	11	—	61	—	61	33	34	62	—	62	†	
„ *Female*			99	—	99	45	69	123	—	123	†	
Free Church of Scotland, at —												
Aberdeen, *Male*	9	—	24	—	24	12	10	22	—	22	†	442
„ *Female*			56	—	56	28	27	65	—	65	†	
Edinburgh, *Male*	10	—	65	—	65	35	35	65	—	65	†	
„ *Female*			95	—	95	53	60	102	—	102	†	
Glasgow, *Male*	9	1	63	—	63	32	29	60	—	60	†	
„ *Female*			97	—	97	54	80	123	—	123	†	
Episcopal Church in Scotland, at Edinburgh, *Female*	8	—	58	—	58	28	29	59	—	59	60	60
Total	68	1	858	—	858	438	509	939	—	939	60	945

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

† The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts									
	1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations—					
	a. Under Revised Code.	*b.* From Science and Art Department.	*a.* Inalienable from the College by Law.	*b.* Alienable from the College at Discretion.	*a.* From Individuals.	*b.* From Diocesan Boards and other Charitable Bodies.				
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
CHURCH OF SCOTLAND at Aberdeen	3,058 0 1	120 0 0	- - -	- - -	- - -	- - -				
CHURCH OF SCOTLAND at Edinburgh	5,737 11 0	303 0 0	- - -	- - -	- - -	- - -				
CHURCH OF SCOTLAND at Glasgow	5,760 14 11	290 0 0	- - -	- - -	- - -	- - -				
FREE CHURCH OF SCOTLAND at Aberdeen	3,041 19 5	127 0 0	- - -	- - -	- - -	26 12 1				
FREE CHURCH OF SCOTLAND at Edinburgh	5,579 5 0	279 0 0	- - -	- - -	- - -	144 1 10				
FREE CHURCH OF SCOTLAND at Glasgow	5,530 7 7	318 10 0	- - -	- - -	- - -	123 8 1				
EPISCOPAL CHURCH at Edinburgh	1,678 11 9	89 10 0	- - -	- - -	142 3 6	17 0 0				
Total	*30,386 9 9	1,527 0 0	- - -	- - -	142 3 6	311 2 0				

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed, audited, and 1st of September (Art. 90 *a*), and the balance as soon as possible after the close of the year (Art. 90 *c*).

Paid *in* 1893.

Grant for 1892	£6,242 9 9
„ 1893	24,144 0 0
Total	30,386 9 9

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts									
	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.	9. Replacement of Furniture and Repairs to Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	1,798 13 1	87 15 0	223 10 10	135 19 3	910 11 8	46 19 7	96 19 3	89 6 4	23 12 8	43 7 4
CHURCH OF SCOTLAND at Edinburgh	2,568 3 0	346 13 0	581 17 10	207 11 7	2,074 9 1	83 16 2	267 6 6	149 13 9	52 7 8	167 0 4
CHURCH OF SCOTLAND at Glasgow	2,565 3 5	362 13 6	635 18 3	197 10 1	1,963 7 2	53 11 7	119 3 2	98 11 4	58 14 6	449 17 4
FREE CHURCH at Aberdeen	1,725 2 6	70 0 0	216 11 5	101 0 6	969 10 0	- -	67 10 0	33 19 0	12 12 0	44 15 0
FREE CHURCH at Edinburgh	2,704 1 6	312 5 0	522 10 3	160 1 7	2,259 13 10	41 13 11	208 14 5	99 17 1	47 6 11	264 15 8
FREE CHURCH at Glasgow	2,891 14 0	468 16 0	551 7 2	80 13 0	1,996 0 0	- -	125 11 1	41 14 3	15 0 0	187 13 11
EPISCOPAL CHURCH at Edinburgh	979 4 0	4 3 0	167 4 1	58 3 1	613 0 6	- -	86 12 2	68 15 1	27 6 6	139 19 0
Total	15,232 1 6	1,652 5 6	2898 19 10	940 19 1	10,786 12 3	226 1 3	971 16 7	581 16 10	237 0 3	1,297 8 7

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost of maintenance the bursaries entered under No. 4, paid to them towards it), *vide* special arrangement stated in Report of Committee of Council on

Training Colleges, in the Year ended 31st December 1893.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
532 7 6	- - -	- - -	- - -	- - -	160 0 0	- - -	3,870 7 7
1,359 0 0	- - -	- - -	- - -	- - -	331 14 9	- - -	7,731 5 9
1,128 13 0	- - -	48 1 0	- - -	- - -	197 6 0	93 4 3	7,517 19 2
283 5 6	- - -	- - -	- - -	- - -	174 8 4	17 2 2	3,670 7 6
948 5 0	- - -	- - -	- - -	- - -	418 5 11	- - -	7,368 17 9
379 1 0	- - -	108 14 0	- - -	- - -	302 14 6	†386 10 1	7,149 5 3
410 5 0	- - -	- - -	- - -	- - -	144 7 2	5 5 6	2,487 2 11
5,040 17 0	- - -	156 15 0	- - -	- - -	1,728 16 8	502 2 0	39,795 5 11

and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the 1st of March, 1st of June

Grant *for* 1893.

Paid in 1893	£24,144 0 0
,, 1894	6,419 1 9
Total	£30,563 1 9

† From Practising Schools.

Training Colleges, in the Year ended 31st December 1893—*continued.*

actually disbursed during the Year).

10. Rent, Rates, Taxes, and Insurance.	11 Practising School Fees.	12. See Footnote.*	13. Total Cost of Training.	14. Deduct Grants paid by Science and Art Department.	15. Certified Expenditure Art. 89(*a*).	16. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			17. Total Expenditure of College.
						Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
233 13 10	160 0 0	383 6 8	4,233 15 6	120 0 0	4,113 15 6	- -	- - -	41 9 11	3,891 18 9
524 4 2	320 0 0	708 10 0	8,051 13 1	303 0 0	7,748 13 1	- -	87 4 0	237 0 1	7,667 7 2
404 9 11	320 0 0	920 16 8	8,149 16 11	290 0 0	7,859 16 11	- -	10 9 0	248 5 5	7,487 14 8
214 2 5	160 0 0	528 16 8	4,143 19 6	127 0 0	4,016 19 6	- -	- - -	21 0 10	3,636 3 8
92 18 5	320 0 0	619 0 0	7,652 18 7	279 0 0	7,373 18 7	- -	11 9 0	218 10 1	7,263 17 8
83 8 6	640 0 0	1,102 0 0	8,183 17 11	318 10 0	7,865 7 11	- -	- - -	78 5 4	7,160 3 3
112 9 4	116 0 0	- - -	3,372 16 9	89 10 0	2,283 6 9	- -	- -	167 5 0	2,540 1 9
1,865 6 7	2,036 0 0	4,262 10 0	42,788 18 3	1,527 0 0	41,261 18 3	- -	109 2 0	1,011 16 8	39,647 6 11

which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and lodging of the Students and Education, 1894-5 p. 31, and note at foot of Table I.

(No. 4.)—TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1893.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total. *	I. *	II.	III.	Total. *
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	57	1,266 11 1	795 14 3	310 11 5	2,372 16 9	22 4 5	13 19 2	5 9 0	41 12 7
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (Church of Scotland).	80	2,269 18 11	1,550 16 2	413 0 5	4,233 15 6	28 7 6	19 7 8	5 3 3	52 18 5
	Aberdeen (Free Church).	80	2,171 13 11	1,612 7 8	359 17 11	4,143 19 6	27 2 11	20 3 1	4 10 0	51 16 0
	Edinburgh (Church of Scotland).	160	3,816 13 10	3,336 3 2	898 16 1	8,051 13 1	23 17 1	20 17 0	5 12 4	50 6 5
	Edinburgh (Free Church).	160	3,858 16 9	3,276 6 2	517 15 8	7,652 18 7	24 2 4	20 9 6	3 4 9	47 16 7
	Glasgow (Church of Scotland).	160	3,883 15 2	3,214 4 5	1,051 17 4	8,149 16 11	24 5 5	20 1 9	6 11 6	50 18 8
	Glasgow (Free Church).	160	4,551 17 2	3,280 5 4	351 15 5	8,183 17 11	28 9 0	20 10 0	2 3 11	51 2 11
		857	21,819 6 10	17,065 17 2	3,903 14 3	42,788 18 3	25 9 3	19 18 3	4 11 1	49 18 7

* Includes cost of instruction in Science and Art subjects, for which grants are made by the Science and Art Department (*see* column 1 of Income and column 14 of Expenditure, Table No. 3).

No. 5.—Summary of Results of Examination of Candidates for Admission into Training Colleges, and for the Office of Teacher, under Articles 60 and 79 of the Scotch Code.

Midsummer 1893.

Males.

	Pupil Teachers.	Non-pupil Teachers.	Total.
Passed :—1st Class - - -	56	0	56
2nd Class - - -	78	3	81
3rd Class - - -	73	2	75
Total :—Passed - - -	207	5	212
Failed - - -	47	11	58
Total presented - - -	254	16	270

Females.

Passed :—1st Class - - -	214	3	217
2nd Class - - -	321	14	335
3rd Class - - -	257	20	277
Total :—Passed - - -	792	37	829
Failed - - -	246	48	294
Total presented - - -	1,038	85	1,123

No. 6.—Summary of Results of Examination of Students in Training Colleges. Christmas, 1893.

Males.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Edinburgh, Church of Scotland	33	12	16	5	—	29	14	10	4	1
„ Free Church	35	18	12	5	—	29	11	16	2	—
Glasgow, Church of Scotland	*33	17	13	2	1	29	15	11	3	—
„ Free Church	32	20	12	—	—	30	19	10	1	—
Aberdeen, Church of Scotland	10	4	6	—	—	10	6	3	1	—
„ Free Church	12	5	7	—	—	12	7	5	—	—
Total	155	76	66	12	1	139	72	55	11	1

Females.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Edinburgh, Church of Scotland	42	25	15	2	—	54	6	33	14	1
„ Free Church	53	27	21	5	—	39	20	17	2	—
„ Episcopal	†29	4	21	4	—	29	1	17	11	—
Glasgow, Church of Scotland	44	20	22	2	—	53	5	39	9	—
„ Free Church	†56	37	18	1	—	42	19	22	1	—
Aberdeen, Church of Scotland	31	15	13	2	1	28	10	17	1	—
„ Free Church	†29	17	11	1	—	26	10	16	—	—
Total	284	145	121	17	1	271	71	161	38	1

* Including one student of the second year in 1892.

† Including two students of the second year in 1892.

(No. 7.)—Tabulated Results of Examination, Christmas, 1893

Per-centage of Marks obtained in each Subject.

Male Students of the Second Year.

Training College.	No. exam^{d}.	Algebra, Mensuration, and Arithmetic.	Composition.	English.	* Geography and Physiography.	Geometry.	* History.	Music.	Penmanship.	Political Economy.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	33	42†	69	51	79	56†	55	86	68	75	78	52‖	78	25	6
„ Free Church - -	35	51‡	61††	50††	76	52‡	57	87	70	78	80	58¶	77	26	7
GLASGOW, Church of Scotland - -	33	48§	65**	56**	76	58§	59	86	64	78	81	56	77	25	6
„ Free Church - - -	32	59‡‡	59	57	78	72‡‡	68	89	70	77	80	58	76	24	8
ABERDEEN, Church of Scotland - -	10	45§§	57	48	77	52§§	55	71	67	75	84	58	77	6	1
„ Free Church - - -	12	49††	55	53	75	55††	56	89	67	74	86	56	78	7	5
TOTAL - - - - -	155	51	62	53	77	59	59	86	68	76	81	56	77	113	33

* Only a portion of the Second year Students were examined in these subjects, but the marks of those who passed at the Admission Examination, or at the end of their First Year, have been included in these results.

† Excluding 9 University Students.
†† Excluding 3 University Students.
** Excluding 1 University Student.
‖ Excluding 13 University Students.
¶ Excluding 19 University Students.
‡‡ Excluding 2 University Students.
‡ Excluding 5 University Students.
§ Excluding 15 University Students.
§§ Excluding 4 University Students.

(No. 7.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.								Science. VI*a*.				VI*b*.	
	Latin.		Greek.		German.		French.		Theoretical Mechanics (Solids).				Theoretical Mechanics (Fluids).	
									Advanced.		Elementary.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland -	27	32	6	41	—	—	14	43	—	—	—	—	—	—
" Free Church - -	13	39	11	48	—	—	10	55	—	—	5	58	5	60
GLASGOW, Church of Scotland -	32	48	2	70	—	—	—	—	—	—	—	—	—	—
" Free Church - -	24	52	2	48	—	—	2	44	32	40	—	—	—	—
ABERDEEN, Church of Scotland -	7	46	1	74	—	—	7	59	—	—	—	—	—	—
" Free Church - -	8	57	1	64	—	—	8	65	—	—	—	—	—	—
TOTAL - - - -	111	44	23	50	—	—	41	53	32	40	5	58	5	60

(No. 7).—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Science. VIII. Sound, Light and Heat. Elementary.		VIIIA. Sound. Advanced.		VIIIB. Light. Advanced.		IX. Magnetism and Electricity. Elementary.		XIV. Human Physiology. Advanced.		XXIII. Physiography. Advanced.		XXIII. Physiography. Elementary.		XXIV. Agriculture. Advanced.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland	31	61	1	67	1	38	2	38	—	—	34	64	—	—	—	—
„ Free Church	—	—	32	50	—	—	—	—	—	—	31	55	1	56	—	—
GLASGOW, Church of Scotland	1	55	—	—	32	39	—	—	—	—	31	55	2	38	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	32	62	—	—	—	—
ABERDEEN, Church of Scotland	—	—	—	—	—	—	—	—	10	45	10	52	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	12	50	—	—	12	65
TOTAL	32	61	33	51	33	38	2	38	10	45	150	58	3	44	12	65

(No. 8.)—Tabulated Results of Examination, Christmas, 1893.
Per-centage of Marks obtained in each Subject.

Male Students of the First Year.

Training College.	No. exam^{d}.	Algebra and Mensuration.	Arithmetic.	Mental Arithmetic.	Composition.	English.	* Geography and Physiography.	Geometry.	* History.	Music.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	29	61	84	58	62†	61†	69	85	64	89	66	82	59	19	9
„ Free Church - -	29	55‖	85	54	73‡	63‡	67	86‖	61	96	68	82	57	23	6
GLASGOW, Church of Scotland - -	29	63	87	56	69	65	73	84	68	90	67	77	52	21	7
„ Free Church - - -	30	58††	88	55	69	70	69	80††	66	97	71	78	64	21	7
ABERDEEN, Church of Scotland - -	10	52¶	87	66	72‡	70‡	69	75¶	64	95	72	82	65	8	1
„ Free Church - - -	12	61§	82	63	66‡	64‡	68	69§	65	94	68	80	53	10	1
TOTAL - - - -	139	59	86	57	69	66	69	83	65	93	68	80	58	101	31

* Only a portion of the First year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results.

† Excluding 18 University Students. ‖ Excluding 4 University Students. ‡ Excluding 2 University Students.

†† „ 13 „ „ ¶ „ 6 „ „ § „ 5 „ „

(No. 8.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Languages.								Science. VIA.			
									Theoretical Mechanics (Solids).			
	Latin.		Greek.		German.		French.		Advanced.		Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland -	12	66	7	51	—	—	15	63	—	—	—	—
„ Free Church - -	14	70	6	57	—	—	9	61	1	67	7	64
GLASGOW, Church of Scotland - -	14	72	—	—	—	—	—	—	—	—	29	63
„ Free Church - - -	3	68	10	71	—	—	—	—	—	—	31	64
ABERDEEN, Church of Scotland - -	3	61	—	—	—	—	7	61	—	—	—	—
„ Free Church - - -	6	69	2	67	—	—	8	53	—	—	—	—
TOTAL - - - -	52	69	25	62	—	—	39	60	1	67	67	64

(No. 8.)—Tabulated Results of Examination, Christmas, 1893.

MALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Science.											
	VIB.		VIII.		VIIIA.		XIV.		XXIII.		XXIV.	
	Theoretical Mechanics (Fluids).		Sound, Light and Heat.		Sound.		Human Physiology.		Physiography.		Agriculture.	
	Elementary.		Elementary.		Advanced.		Elementary.		Elementary.		Elementary.	
	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.	No. exam^{d}.	Percentage of Marks.
EDINBURGH, Church of Scotland -	—	—	26	59	3	52	—	—	29	59	—	—
„ Free Church - -	—	—	23	52	—	—	—	—	24	58	—	—
GLASGOW, Church of Scotland - -	29	54	—	—	—	—	—	—	29	64	—	—
„ Free Church - - -	—	—	—	—	—	—	—	—	31	67	—	—
ABERDEEN, Church of Scotland - -	10	47	—	—	—	—	5	64	1	68	—	—
„ Free Church - - -	—	—	—	—	—	—	—	—	12	60	12	67
TOTAL - - - - -	39	52	54	55	3	52	5	64	126	62	12	67

(No. 9.)—Tabulated Results of Examination, Christmas, 1893.

Per-centage of Marks obtained in each Subject.

Female Students of the Second Year.

Training College.	No. exam^{d}.	Arithmetic and Algebra.	Composition.	Domestic Economy.	English.	* Geography and Physiography.	* History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	42	64	74	88	69	82	78	91	72	70	84	64	83	27	9
„ Free Church - -	53	72	77	88	65	76	71	84	68	75	82	60	80	31	10
„ Episcopal - - -	29	60	72	82	69	69	61	87	70	72	87	58	79	6	9
GLASGOW, Church of Scotland - -	44	62	73	83	69	76	64	88	77	67	85	67	80	24	9
„ Free Church - - -	56	69	74	85	71	81	71	89	75	70	81	61	78	23	17
ABERDEEN, Church of Scotland -	31	63	72	86	58	75	69	83	65	71	86	61	79	8	13
„ Free Church - -	29	78	77	84	77	81	71	89	79	70	85	58	80	14	8
TOTAL - - - - -	284	67	74	85	68	77	70	87	72	71	84	62	80	133	75

* Only a portion of the Second Year Students were examined in these subjects, but the marks of those who passed at the Admission Examination, or at the end of their first year, have been included in these results.

(No. 9.)—Tabulated Results of Examination, Christmas, 1893.

FEMALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.						Science. XXIII.			
	Latin.		German.		French.		Physiography,			
							Advanced.		Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	42	60	40	67	1	39
„ Free Church	—	—	—	—	53	62	52	47	1	46
„ Episcopal	—	—	—	—	28	46	26	45	1	40
GLASGOW, Church of Scotland	—	—	—	—	44	60	8	52	37	59
„ Free Church	—	—	—	—	56	62	54	60	—	—
ABERDEEN, Church of Scotland	—	—	—	—	31	72	28	40	3	46
„ Free Church	—	—	—	—	29	61	24	46	2	31
TOTAL	—	—	—	—	283	61	232	53	45	56

(No. 10.) Tabulated Results of Examination, Christmas, 1893.

Per-centage of marks obtained in each Subject.

Female Students of the First Year.

Training College.	No. exam^{d}.	Arithmetic and Algebra.	Mental Arithmetic.	Composition.	Domestic Economy.	English.	* Geography and Physiography.	* History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland	54	70	49	57	67	64	68	70	94	61	73	82	80	18	18
„ Free Church	39	76	62	62†	70	74†	68	78	94	64	69	83	83‡	14	19
„ Episcopal	29	67	52	70	65	75	65	63	90	60	71	83	80	6	7
GLASGOW, Church of Scotland	53	66	38	56	69	65	63	70	86	68	70	79	79	19	17
„ Free Church	42	74	51	61	76	75	63	70	96	82	71	81	82	19	11
ABERDEEN, Church of Scotland	28	68	45	67	75	70	63	71	94	74	73	85	83	5	8
„ Free Church	26	74	44	77	70	73	66	72	93	79	70	90	81	9	7
TOTAL	271	71	49	63	70	70	65	70	92	69	71	83	81	90	87

* Only a portion of the First Year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results.

† Excluding one University Student.

‡ Excluding three University Students.

(No. 10.)—Tabulated Results of Examination—Christmas, 1893.

FEMALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Languages.						Science. XXIII.			
	Latin.		German.		French.		Physiography.			
							Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	54	57	—	—	54	54
„ Free Church	—	—	—	—	39	67	10	49	30	67
„ Episcopal	—	—	—	—	29	51	—	—	29	44
GLASGOW, Church of Scotland	—	—	—	—	53	52	—	—	49	62
„ Free Church	—	—	—	—	42	66	—	—	42	59
ABERDEEN, Church of Scotland	—	—	—	—	28	67	—	—	29	44
„ Free Church	—	—	—	—	26	63	—	—	26	52
TOTAL	—	—	—	—	271	60	10	49	259	55

(No. 11.)—Results of Examination in Science of Training College Students.

Males.

Training College.	Total No. of Students examined for Certificates.	VIa. Theoretical Mechanics (Solids).							VIb. Theoretical Mechanics (Fluids).			VIII. Sound, Light and Heat.			VIIIa. Sound.			
		Advanced.				Elementary.			Elementary.			Elementary.			Advanced.			
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.	No.	Pass.	Fail.	No.	Pass.	Fail.	No.	1st.	2nd.	Fail.
EDINBURGH, Church of Scotland -	62	—	—	—	—	—	—	—	—	—	—	57	30	27	4	1	3	—
„ Free Church - -	64	1	1	—	—	12	8	4	5	3	2	28	8	20	32	3	28	1
GLASGOW, Church of Scotland - -	62	—	—	—	—	29	21	8	29	9	20	1	—	1	—	—	—	—
„ Free Church - -	62	32	5	20	7	31	22	9	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland -	20	—	—	—	—	—	—	—	10	1	9	—	—	—	—	—	—	—
„ Free Church - -	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL - - - -	294	33	6	20	7	72	51	21	44	13	31	86	38	48	36	4	31	1

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	VIIIb. Light. Advanced.				IX. Magnetism and Electricity. Elementary.			XIV. Human Physiology. Advanced.				XIV. Human Physiology. Elementary.		
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fail.
EDINBURGH, Church of Scotland	62	1	—	1	—	2	1	1	—	—	—	—	—	—	—
„ Free Church	64	—	—	—	—	—	—	—	—	—	—	—	—	—	—
GLASGOW, Church of Scotland	62	32	2	22	8	—	—	—	—	—	—	—	—	—	—
„ Free Church	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	20	—	—	—	—	—	—	—	10	3	6	1	5	4	1
„ Free Church	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	294	33	2	23	8	2	1	1	10	3	6	1	5	4	1

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	XXIII. Physiography.							XXIV. Agriculture.						
		Advanced.				Elementary.			Advanced.				Elementary.		
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fail.
EDINBURGH, Church of Scotland -	62	34	21	11	2	29	20	9	—	—	—	—	—	—	—
„ Free Church - -	64	31	9	19	3	25	17	8	—	—	—	—	—	—	—
GLASGOW, Church of Scotland - -	62	31	11	17	3	31	23	8	—	—	—	—	—	—	—
„ Free Church - - -	62	32	17	15	—	31	27	4	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland -	20	10	1	8	1	1	1	—	—	—	—	—	—	—	—
„ Free Church - -	24	12	4	5	3	12	9	3	12	6	6	—	12	11	1
TOTAL - - - - -	294	150	63	75	12	129	97	32	12	6	6	—	12	11	1

(No. 12.)—Results of Examination in Science of Training College Students—*continued.*

FEMALES.

Training College.	Total No. of Students examined for Certificates.	XXIII. Physiography.						
		Advanced.				Elementary.		
		No.	1st.	2nd.	Fail.	No.	Pass.	Fail.
EDINBURGH, Church of Scotland - -	96	40	27	11	2	55	25	30
„ Free Church - - -	92	62	9	38	15	31	24	7
„ Episcopal - - -	58	26	1	16	9	30	3	27
GLASGOW, Church of Scotland - -	97	8	2	6	—	86	64	22
„ Free Church - - -	98	54	26	22	6	42	27	15
ABERDEEN, Church of Scotland - -	59	28	2	12	14	32	6	26
„ Free Church - - -	55	24	6	8	10	28	11	17
TOTAL - - - - -	555	242	73	113	56	304	160	144

SCOTCH EDUCATION DEPARTMENT.

QUEEN'S SCHOLARSHIP EXAMINATION, 1894.

REGULATIONS.

1. The Examination for admission into Training Colleges and for the Office of Assistant Teacher, called the Queen's Scholarship Examination, will be held on Tuesday, the 3rd of July, and also on Tuesday, the 18th of December 1894, at each of the Training Colleges, and at such other Centres as may be necessary.

2. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of May in the case of the July, and before the 1st of October in the case of the December Examination.

3. Candidates desirous of being examined at a Training College must make their own arrangements with the authorities of the College for securing a seat. To those who do not desire to sit for examination at a College, a choice of Centres is offered.

4. Candidates who have not been Pupil-teachers must be over eighteen years of age on the 1st of January or 1st of July next following the date of their Examination in July or December respectively.

5. Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.

6. Pupil-teachers or ex-pupil-teachers employed in Public or State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. Candidates who have not been pupil-teachers must forward to the Department, as directed, the form of medical certificate, duly filled up and signed, which is enclosed with Form 13.

7. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode or through any bookseller, price 6*d.* each.

8. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Training College for a period of training commencing with the Training College year next succeeding the date of the Queen's Scholarship Examination.

9. For the purposes of Article 70 (*e*) the Examinations in July and December 1894 will be counted as one and the same Examination.

10. Candidates are recommended to make themselves acquainted with Articles 60, 61, 70 (*e*), 78–80, 91–99, and 102 (*c*), and First Schedule of the Scotch Code.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. [30.]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare or Milton or Scott with clearness and force, and knowledge of meanings and allusions.

N.B.—Pupil-teachers employed in Public and State-aided Schools must perform these exercises at the inspection of their school next preceding the Examination at which they wish to present themselves. Ex-pupil-teachers will receive the marks for Reading given at the last inspection of their school before the expiration of their apprenticeship. Other candidates will be heard at the place of Examination.

Penmanship [30] and Dictation. [30.]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from Dictation.

English Grammar and Composition. [80.]—Paraphrase of a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Arithmetic. *Males.* [90.]—Arithmetic, generally.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Arithmetic and Algebra. *Females.* [90.]

Arithmetic, generally.

Algebra.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, simple equations of one unknown quantity, with easy problems.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Mathematics. *Males only.* [90.]

Euclid.—Books I., II., III., IV., [and the first nine propositions of Book VI.,] with simple deductions.

The portion enclosed in brackets will be omitted at the December Examination.

Algebra.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems.

Mensuration.—Of triangles, parallelograms and plane surfaces.

MATHEMATICS. Females. See Note under Special Subjects.

Geography. [50.]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

Candidates who pass with credit in this subject at the Queen's Scholarship Examination may, in the subsequent examination for certificates, omit the paper in Geography, and they will be credited with the marks gained at this examination. Candidates who fail to pass in this subject will be marked "G" in the Class List.

This regulation does not apply to candidates examined before 1892.

Note.—*With a view of encouraging the study of this subject, the Council of the Royal Geographical Society offer one prize of 5l. and three prizes of books for males, and one prize of 5l. and three prizes of books for females—for those candidates who obtain the highest marks in Geography at the Queen's Scholarship Examination.*

History. [**50.**]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Candidates who pass with credit in this subject at the Queen's Scholarship Examination may, in the subsequent examination for certificates, omit the paper in History, and they will be credited with the marks gained at this examination. Candidates who fail to pass in this subject will be marked "H" in the Class List.

This regulation does not apply to candidates examined before 1892.

Teaching. [**60.**]—To give a collective or class lesson on any subject taught in Public or State-aided Schools. (An object lesson may be required.)

Marks for giving a lesson can only be obtained by pupil-teachers who have been employed in Public and State-aided Schools. The lesson must be given at the Inspector's visit to the school next preceding the Queen's Scholarship Examination. Ex-pupil-teachers will receive the marks for Teaching given at the last inspection of their school before the expiration of their apprenticeship.

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

School Management. [**75.**]—Notes of lessons.

The methods of teaching the elementary and class subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. [**80.**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, drawers, and flannel petticoat.

Domestic Economy. [**45.**]—Food; its functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

B.—OPTIONAL SUBJECTS.

Music.—Candidates may work the paper in either notation, but not in both.

(*a.*) Theory. [**20.**]

Staff Notation:

All the major and minor scales and signatures. Common musical terms. Chromatic intervals. Easy transposition. Syncopation. Compass of voices.

Tonic Sol-fa Notation:

The major and minor modes. Common musical terms. Chromatic intervals. Syncopation. Compass of voices.

(*b.*) Practical Skill. [**30.**]

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the candidate.

(iii.) It will suffice if each candidate is tested in time and one other point (note or ear).

Drawing. [**75.**]

(a.) Freehand. (Subject 2b.) [15.]
(b.) Model. (Subject 3a.) [15.]
(c.) Shading from casts. (Subject 5b.) [15.]
} Elementary Stage.

(d.) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [30.]

Exercises in drawing are not given in the Queen's Scholarship Examination, but marks counting at that Examination can be obtained by corresponding success at any previous Examination of the Science and Art Department.

Pupil-teachers in a school in which an Examination in drawing is held may be examined in subjects (a) (b) (c) when the rest of the school is examined in drawing.

These three subjects may be taken in any order, but a candidate taking (c) light and shade drawing at the examination of his own school cannot take any other subject of drawing at the same examination. Pupil-teachers may also be examined at the May Examination, but cannot take the same subject both at their own schools and at a School of Art or Art Class in the same calendar year. Subject (d) can only be taken at the May Examination.

The exercises in the several branches may be taken in any order.

Marks are allowed for a 1st class in (a) (b) and (c) and for a pass in (d).

The passes and classes allowed as equivalents for (a) (b) (c) or (d) for the purposes of the Elementary Drawing Certificate (1st class) (*see* p. 62 of the Science and Art Directory) are also allowed as equivalents in the Queen's Scholarship Examination.

For information as to the places and times of these Examinations, and as to the exercises required, see the Science and Art Directory.

Languages. [80 each.]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

1. LATIN.—Cæsar, de Bello Gallico, Books II. and III., and Virgil, Æneid, Book I.
2. GREEK.—Xenophon, Anabasis, Books II. and III., and Homer, Iliad, Book I.
3. FRENCH. Simple unseen passages.
4. GERMAN. Simple unseen passages.

[SEE NOTE UNDER SCIENCES.]

Sciences. [80 each.]

Elementary [25]. *Advanced* [I. 50. / II. 35.] *Honours* [I. 80. / II. 65.]

5. MECHANICS, (*a*) Solids, (*b*) Fluids.
6. SOUND, LIGHT, AND HEAT (*Elementary*), or (*a.*) Sound, (*b.*) Light, (*c.*) Heat. (*Advanced* or *Honours.*)
7. MAGNETISM AND ELECTRICITY.
8. CHEMISTRY.
9. HUMAN PHYSIOLOGY.
10. BOTANY.
11. NAVIGATION.
12. PHYSIOGRAPHY.
13. PRINCIPLES OF AGRICULTURE.
14. HYGIENE.

Elementary Physics is allowed as an alternative to Subject 6 or 7.

No papers in Science are set at the Queen's Scholarship Examination, but marks counting in that Examination can be obtained by success at one of the May Examinations of the Science and Art Department held *in the same year as the candidate's Examination for the Scholarship, or in the preceding year.*

The portions of the above regulations printed in *italics* will not be enforced until December 1895.

For information as to the places and times of these examinations, and for a detailed syllabus of each Science, see the Science and Art Directory.

NOTE.—Marks may be obtained for *two* of the above subjects of Language and Science (or for *three* if marks are not claimed for Drawing and Practical Skill in Music). One of these *two* (or *three*) subjects must be a Language. If only *one* subject is taken it may be either a Language or a Science.

The sub-divisions (a) or (b) of Subject 5 and (a) (b) or (c) of Subject 6 each count as one subject.

C.—SPECIAL SUBJECTS.

Gaelic [80].—*Grammar, Translation, and Composition.*—Any Gaelic-speaking pupil-teacher employed in the counties mentioned in Article 19E, Scotch Code, may, *in addition to the marks obtainable under the foregoing regulation for Languages and Science*, obtain marks in this subject.

Mathematics.—*Females.*—For the purposes of Article 102 (*c*) of the Scotch Code Female candidates (*in addition to the ordinary paper on Arithmetic and Algebra*) may take the paper on Mathematics set for Males.

SCOTCH EDUCATION DEPARTMENT,
DOVER HOUSE, WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

DECEMBER **1894.**

SYLLABUS FOR MALE CANDIDATES.

[*Changes for the years* 1894 *and* 1895 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 10th of December, 1894, at 2 p.m.

The Examination for Certificates in the year 1895 *will take place in June or July. The requirements of the Syllabus for* 1895 *have accordingly been modified, and Candidates will find under each head to what portions of the subject the Examination will for that year be specially restricted.*

It is proposed next year to insert provisions further limiting the number of Sciences for which marks may be obtained by any Candidate.

Candidates are recommended to make themselves acquainted with Articles 41–55, *and* 100–104 *of the Scotch Code of* 1893.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the De- "partment before the first day of October preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under General Regulation 3, page 10, are denoted by the sign (**F**).

FIRST YEAR.

1st Year. 1894.

Reading (F) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Hazlitt's Shakespeare Characters* and (2) *Tennyson's "Princess."*

Penmanship (F) [50] and **Dictation (F)** [50].

Writing, as taught in schools, is apt to be too small and ndistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from dictation.
3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

School Management. [100]

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (c) must take the School Management paper for the second year, as well as a special paper (School Management, No. 2).

No student will be examined unless the Principal certifies that he has spent at least six weeks, or 150 hours, in the practising and model schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the development of the intelligence of children.
2. The training of the senses and of the memory, and the order in which the faculties of children are developed.
3. Notes of lessons.

In 1895 Section 2 will be omitted.

English (F) [100] + [50]. (Composition.)

1. Parsing, Analysis and the principles of Grammar.
2. An intelligent acquaintance with the language, style, and subject-matter of *Chaucer's Squiere's Tale* and *the Lives of Dryden and Pope from Johnson's Lives of the Poets.*

In 1895 the books will be Spenser's Faery Queen, first six cantos of Book I., and *Carlyle's Essay on Burns.*

3. To write plain prose upon a given subject.

1st Year. 1894.

Geography AND **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides; the Winds; and the Currents of the Ocean.

2. The Physical Geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1895 the Tides, Winds, and Ocean Currents will be omitted from Section 1.*

2. *In 1895 the General Geography of Europe in connexion with Commercial and Industrial Geography.*

History.* [100]

1. General knowledge of the most important events in English and Scottish History, with dates.

2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1895 the special period will be 1760–1820, and the questions will refer to that period only.

* Candidates *examined in (or since) 1892* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—In future marks will be allowed for passes obtained in Geography and History, in one of the two preceding years only.

Mental Arithmetic.

Arithmetic (F) [80] + [40]

1. To work arithmetical sums, both mentally and on paper.

2. To prove and explain the rules.

The figures should be well formed and the work methodically arranged as a good model for children to imitate.

Algebraical symbols in the solution of questions are not permitted.

Algebra AND **Mensuration.** [100]

To answer simple questions, both theoretical and practical, in algebra, and the mensuration of plane surfaces.

In algebra, candidates should understand the four simple rules, involution, evolution, common measures, common multiples, algebraic fractions and surds, and the solution of simple and easy quadratic equations, of one or more unknown quantities, *ratio and proportion*, or problems producing such. In mensuration they should understand the measurement of every species of plane rectilineal figure and of the circle.

Geometry. [100]

The first four books of Euclid, the first nine propositions of Book VI., and Euclid's definition of Proportion, with simple deductions from the propositions and easy geometrical problems, and Dynamics.

[Dynamics shall mean the Elementary Statics and Kinetics of Solids, Liquids, and Gases.]

In 1895 Dynamics will be omitted.

Music: THEORY (*Optional*). [40]

1st Year. 1894.

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (*bars*). Transcription from one time to another.
3. [Musical terms in common use.]

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.
3. [Musical terms in common use.]

In 1895 the passages enclosed in brackets will be omitted.

Languages (*Optional*). [100 each]

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

The passages will be taken from *Livy V., cap. 1–28*; *Virgil, Æneid X., 1–438*; with a short passage of easy unseen Latin prose; *Xenophon's Hellenics IV.*; *Daudet's Le Petit Chose en Province*; Riehl's Kulturgeschichtliche Novellen; and easy unseen passages from French and German prose writers.

In 1895 the passages will be taken from Livy V., cap. 29 to the end; Virgil, Æneid VI., 1–211, with a short passage of easy unseen Latin prose; Xenophon's Anabasis II., first three chapters; Chateaubriand's Le dernier Abencerage; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See pages* 94–96.

SECOND YEAR.

2nd Year. 1894.

Reading (F) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from (1) *Thackeray's Esmond* and (2) *Shakespeare's Julius Cæsar*, or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

2nd Year. 1894.

Penmanship (F) [50] and **Dictation (F)** [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (c) must take *this* Paper as well as a special paper (School Management, No. 2).

No Student will be examined unless the Principal certifies that he has spent at least six weeks, or 150 hours, in the Practising and Model Schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects :—
   (*a.*) The different methods of organising an elementary school, including the construction of a time-table.
   (*b.*) The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and of character;—considered in their application to the methods of teaching and of moral discipline.
3. Notes of lessons.
4. Laws of health as applied to school premises, scholars, and teachers.
5. *Quick's Educational Reformers, chapters 13, 16, 17, 18.*

In 1895 Section 5 will be omitted.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Coriolanus*, and Bacon's Essays 1, 2, 4, 5, 9, 11, 14–19, 21, 24, 25, 27–32, 36, 38, 39, 50.

   In 1895 the book will be Shakespeare's Midsummer Night's Dream.
2. To write plain prose upon a given subject.
3. General knowledge of English literature *from 1700 to 1750.*

   In 1895 the prescribed period will be from 1620 to 1670.

Geography and Physiography* [100].

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides; the Winds, and Currents of the Ocean.
2. The Physical Geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

   Candidates may be asked to illustrate their answers by sketch maps.

   1. *In 1895 the Tides, Winds, and Ocean Currents will be omitted from Section 1.*

   2. *In 1895 the general Geography of Europe in connexion with Commercial and Industrial Geography.*

History* [100].

1. General knowledge of the most important events in English and Scottish History, with dates.
2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1895 the special period will be 1760–1820, and the questions will refer to that period only.

* Candidates *examined in* (*or since*) *1892*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—In future marks will be allowed for passes in Geography and History obtained in one of the two preceding years only.

Algebra and Mensuration [100].

More difficult questions and problems than for First Year.

This paper will also contain some questions in Arithmetic. Students and Acting Teachers who have not passed with credit in Arithmetic at the Examination for Certificates in one of the two immediately preceding years, or have failed to obtain a Certificate, must answer the questions in Arithmetic instead of those in Mensuration.

In Algebra, Candidates should, at least, add to the requirements for the first year a knowledge of progressions, permutations and combinations, the Binomial Theorem, logarithms, interest and annuities, scales of notation, and the solution of more difficult equations or problems producing such. In mensuration they should add to the requirements for the first year a knowledge of the measurement of cylinders, spheres, cones, and a few irregular solids.

In 1895 logarithms, interest and annuities will be omitted.

Geometry [100].

Euclid's Elements, Books I., II., III., IV., and VI., and Euclid's definition of Proportion with simple deductions from the propositions and easy geometrical problems.

Plane Trigonometry up to the Solution of Triangles.

In 1895 Plane Trigonometry will be omitted.

Political Economy [75].

Elementary Questions in Political Economy.

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

A Paper on this subject is not given to any Student about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have "such an amount of musical skill, vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and Chromatic intervals. [Transposition.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). [Transcription from one time to another.]

2nd Year. 1894.

3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training.]

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and Chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.
2. Time. All the measures in common use. Division of pulses into thirds and quarters. [Transcription by halving or doubling values, &c.] Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training].

In 1895 the passages enclosed in brackets will be omitted.

Languages (*Optional*) [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages will be taken from *Horace, Odes, IV., and Cicero, De Amicitia*, and *Ars Poetica* and *Homer's Odyssey, XXIV.* The rest of the Latin and Greek, and the whole of the French and German papers, will consist of easy unseen passages.

In 1895 the passages will be taken from Horace, Odes, I., 1-20, and Cicero, De Senectute, cap. 1-14, and Homer's Odyssey, VI., 1-150.

Drawing and Science. *See below.*

ADDITIONAL SUBJECTS.

[For information respecting the examinations in Science and Art, and for copies of the Science and Art Directory, application may be made to the Secretary, Department of Science and Art, London.]

I. **Drawing.** [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection *shortly before the Certificate Examination. Acting Teachers must present themselves* for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises:—

A First Class in the Elementary Stage of—

(*a.*) Freehand (*Subject 2 b*). [20.]
(*b.*) Model (*Subject 3 a*). [20.]
(*c.*) Shading from Casts (*Subject 5 b*). [20.]

A Pass in the Elementary Stage of—

(*d.*) Practical Plane and Solid Geometry (*Science Subject I.*). [30.]

A First Class in the Elementary Stage of—

(*e.*) Model Drawing with Chalk upon the blackboard. [10.]

3. *The passes and classes allowed as equivalents for* (*a*), (*b*), (*c*), *and* (*d*) *for the purposes of the Elementary Drawing Certificate* (*First Class*)—*see page* 62 *of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.*

4. *Claims to passes in Drawing must in every case be made, by Students on their Form* 20, *and by Acting Teachers on their Form* 26. *The omission of any of the required details may involve a loss of marks.*

	Advanced or Honours.	Elementary.
II. **Science.**	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges, shortly before the Certificate Examination under the provisions of the Science Directory, page 50, but in those Science subjects only for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in December 1894 under the provisions of the Directory revised to June 1893.*]

3. Acting Teachers are examined at the ordinary May Examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, page 23):—

I. Practical Plane and Solid Geometry (Elementary Stage, Section I.). (*This is counted as one of the subjects of Drawing.*)
VI. Theoretical Mechanics—(*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light, and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
X*p*. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

* *Elementary Physics is allowed as an alternative to Subjects VIII. or IX.*

[*The Syllabus for the examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page* 139.]

5. *Students* will be allowed marks at the Certificate Examination in 1894 for a pass (i.) in the First or Second Class in the Advanced Stage (or in Honours) of any TWO of the above subjects, or (ii.) in the First or Second Class in the Advanced Stage (or in Honours) of ONE subject and a pass in the Elementary Stage of TWO subjects (in addition to the Elementary Stage of Science Subject I.). *Subject to General Regulation 2 on page 96, Students who fail to pass in the Elementary Stage, but attain the Standard of "Fair," will also be credited with marks for that degree of success.*

In 1895 this regulation will apply to Acting Teachers also.

6. *Students* in a Training College may obtain marks for success at the Science Examination open to them *next preceding their Certificate Examination.*

In 1895 this regulation will apply to Acting Teachers also.

7. No Student is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless he has previously been successful at the May Examination or at the Training College in at least the Elementary Stage of the subject.

In 1895 this regulation will apply to Acting Teachers also.

8. Students who at the end of their FIRST year fail to *obtain either the mark "Fair" in the Elementary Stage or a* pass in the 2nd (or 1st) Class in the Advanced Stage of any Science subject, will be required in their SECOND year to present themselves for examination in the *same stage* of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

9. Acting Teachers, who attend the Examination for Certificates, will receive additional marks for any two of the specified SCIENCE subjects, in which they may have obtained a First or Second Class in the Advanced Stage (or in Honours) at one of the May Examinations held by the Department of Science and Art.

After 1894 Acting Teachers will only receive marks for success at the Science Examination next preceding the Certificate Examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited *by this Department* at the Examinations for Certificates.

GENERAL REGULATIONS.

1. *Candidates* may not take up more than FOUR subjects under the heads of Languages and Science, *exclusive of Practical Plane and Solid Geometry; but the total number may (in 1894) be extended to* FIVE *when the Elementary Stage of* TWO *Science subjects is taken in the place of the Advanced Stage (or Honours) of* ONE *Science subject.*

2. A certain number of marks will be deducted from the total gained for each LANGUAGE AND SCIENCE, in order that candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH AND COMPOSITION, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination.

SCOTCH EDUCATION DEPARTMENT.
DOVER HOUSE, WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

DECEMBER, **1894.**

SYLLABUS FOR FEMALE CANDIDATES.

[*Changes for the years* 1894 *and* 1895 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 10th of December, 1894, at 2 p.m.

The Examination for Certificates in the year 1895 *will take place in June or July. The requirements of the Syllabus for* 1895 *have accordingly been modified, and Candidates will find under each head to what portions of the subject the Examination will for that year be specially restricted.*

It is proposed next year to insert provisions further limiting the number of Sciences for which marks may be obtained by any Candidate.

Candidates are recommended to make themselves acquainted with Articles 41–45, *and* 100–104 *of the Scotch Code of* 1893.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the "Department before the first day of October preceding the examination." This notification must be made by the official correspondent of the school.

81670.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under Regulation 3, page 11, are denoted by the sign (F).

FIRST YEAR.

1st Year. 1894.

Reading. (F) [50]

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Hazlitt's Shakespeare Characters*, and (2) *Tennyson's "Princess."*

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Penmanship (F) [50] and **Dictation** (F) [50]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in this subject.

School Management. [100]

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (c.) must take the School Management Paper for the Second Year, as well as a special paper (School Management, No. 2).

No student will be examined, unless the Principal certifies that she has spent at least six weeks, or 150 hours, in the practising and model schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the cultivation of the intelligence of children.

2. The training of the senses and of the memory, and the order in which the faculties of children are developed.

3. Notes of lessons.

In 1895 *section 2 will be omitted.*

N.B.—Special questions will be inserted in the papers for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants:—

a. Method of teaching infants, and of conducting an infant school.

b. Notes of object lessons.

1st Year.

1894.

Composition.

English. (F) [100] + [50]

1. Parsing, analysis, and the principles of grammar.

2. An intelligent acquaintance with the language, style, and subject-matter of *Chaucer's Squiere's Tale, and the lives of Dryden and Pope, from Johnson's Lives of the Poets.*

In 1895 the books will be Spenser's Faery Queen, first six cantos of Book I., and Carlyle's Essay on Burns.

3. To write plain prose upon a given subject.

Geography AND **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth, the Seasons, the Tides, the Winds, and the Currents of the Ocean.

2. The physical geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In* 1895 *the Tides, Winds, and Ocean Currents will be omitted from Section I.*
2. *In* 1895 *the General Geography of Europe in connexion with Commercial and Industrial Geography.*

History.* [100]

1. General knowledge of the most important events in English and Scottish History, with dates.

2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social questions; (*c*) military operations; (*d*) the literature of the period.

In 1895 *the special period will be* 1760–1820, *and the questions will refer to that period only.*

* Candidates *examined in* (*or since*) *1892*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the *Queen's Scholarship* Examination may, in the subsequent examinations for certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the examination for certificates, will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent examination for certificates.

Note.—In future marks will be allowed for passes in Geography and History obtained in one of the two preceding years only.

Mental Arith.

Arithmetic and **Algebra.** (F) [80] + [40]

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The paper will contain questions requiring an explanation of the arithmetical processes employed.

Algebraical symbols in the solution of arithmetic questions are not permitted.

ARITHMETIC.

1. The first four rules.
2. Practice and bills of parcels.
3. Vulgar fractions.
4. Decimal fractions.
5. Simple and compound proportion.
6. An exercise in mental arithmetic.

1st Year. 1894.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such, and simple equations of two unknown quantities.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Clothing. 2. Food. 3. Laundry. 4. The Dwelling.

In 1895 Section 4 will be omitted.

Needlework. (F) [100]

1. The repairing of any plain article of underclothing.
2. The drawing of diagrams on sectional paper of—
   A woman's chemise.
   An infant's shirt.
   *A pair of drawers for child of five.

3.† The cutting-out and making of one of the above garments, and the cutting out and making, by tacking, of the other two garments.

4. The answering on paper of questions on needlework.

* *In 1895 this will be omitted.*

† *In 1895 one garment only.*

Music, THEORY (*Optional*). [40]

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.

[3. Musical terms in common use.]

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

[3. Musical terms in common use.]

In 1895 the passages in brackets will be omitted.

Each.

Languages (*Optional*). [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

The papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

1st Year. 1894.

The passages will be taken from *Livy, V. cap. 1–28; Virgil, Æneid X., 1–438;* with a short passage of easy unseen Latin prose; *Daudet's Le Petit Chose en Province;* Riehl's Kulturgeschichtliche Novellen; and easy unseen passages from French and German prose writers.

In 1895 the passages will be taken from Livy, V., cap. 29 to end; Virgil Æneid, VI., 1–211; with a short passage of easy unseen Latin prose; Chateaubriand's Le dernier Abencerage; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See* pp. 104–106.

SECOND YEAR.

2nd Year. 1894.

Reading (F) [50].

(Acting Teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from (1) *Thackeray's Esmond* and (2) *Shakespeare's Julius Cæsar,* or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Penmanship (F) [50] and **Dictation** (F) [50].

Writing as taught in schools is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the Papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each Paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47, II. (c), must take *this* paper as well as a special paper (School Management No. 2).

No Student will be examined, unless the Principal certifies that she has spent at least six weeks, or 150 hours, in the Practising and Model Schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

[*Note.—In 1895 the number of hours required to be spent in the practising and model schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects:—
   a. The different methods of organising an elementary school, including the construction of a time-table.
   b. The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and character;—considered in their application to the methods of teaching and moral discipline.
3. Notes of lessons.
4. The laws of health as applied to school premises, scholars, and teachers.
5. *Quick's Educational Reformers, chapters 13, 16, 17, 18.*
   In 1895 Section 5 will be omitted.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

2nd Year. 1894.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Coriolanus* and Bacon's Essays, 1, 2, 4, 5, 9, 11, 14–19, 21, 24, 25, 27–32, 36, 38, 39, 50.

In 1895 the book will be Shakespeare's *Midsummer Night's Dream.*

2. To write plain prose upon a given subject.

3. General knowledge of English literature *from 1700 to 1750.*

The period for 1895 will be from 1620 to 1670.

Geography AND **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth, the Seasons, the Tides, the Winds, and the Currents of the Ocean.

2. The physical geography of Africa and the British Islands, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1895, the Tides, Winds, and Ocean Currents, will be omitted from Section 1.*

2. *In 1895, the General Geography of Europe in connexion with Commercial and Industrial Geography.*

History.* [100]

1. General knowledge of the most important events in English and Scottish History, with dates.

2. British History from the year 1660 to 1714, with special reference to (*a*) constitutional questions; (*b*) social questions; (*c*) military operations; (*d*) the literature of the period.

In 1895 the special period will be 1760–1820, and the questions will refer to that period only.

* Candidates *examined in* (*or since*) *1892* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates, will be marked "**G**" or "**H**" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—In future marks will be allowed for passes in Geography and History obtained in one of the two preceding years only.

Arithmetic AND **Algebra** [F] [80].

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The Paper will contain questions, requiring an explanation of the Arithmetical processes employed.

[*Algebraical symbols in the solution of Arithmetic questions are not permitted.*]

ARITHMETIC.

1. The first four rules
2. Practice and Bills of Parcels.
3. Vulgar Fractions.
4. Decimal Fractions.
5. Simple and Compound Proportion.
6. Simple and Compound Interest.
7. Discount.
8. Stocks.
9. Insurance.

ALGEBRA.

2nd Year. 1894.

The simple rules with the solution of easy simple equations or problems producing such. Simple equations of two unknown quantities, Square Root, Cube Root, and Easy Quadratics.

In 1895 Quadratics will be omitted.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Cooking.
2. The laws of health.
3. Sick-room management.
4. Household expenses and investment of money.

In 1895 Section 4 will be omitted.

Needlework (♀) [75] + Skill in Teaching [50].

1. The higher branches of plain needlework; these include tucking, whipping, and feather stitching, the repairing of linen and print, and darning in stocking-web stitch.

2. The drawing of diagrams on sectional paper of—
   - *A woman's nightdress.
   - A boy's shirt.
   - A child's muslin pinafore.

3.† The cutting-out and making of one of the above garments, and the cutting out and making, by tacking, of the other two garments.

4. The answering on paper of questions on needlework.

* *In 1895 this will be omitted.*
† *In 1895 of the other garment.*

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

A paper on this subject is not given to any student, about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have such an amount of musical skill, "vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. [Transposition.]
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). [Transcription from one time to another.]
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training.]

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge-notes, and distinguishing tones.

2nd Year.
1894.

2. Time. All the measures in common use. Division of pulses into thirds and quarters. [Transcription by halving or doubling values, &c.] Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children. [General rules relating to voice training.]

In 1895 the passages enclosed in brackets will be omitted.

Languages. (*Optional.*) Each. [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

These papers will contain more difficult passages for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages in the Latin paper will be taken from *Horace Odes, IV., and Cicero, De Amicitiâ.* The rest of the Latin paper, and the whole of the French and German papers, will consist of easy unseen passages.

In 1895 the passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute, cap. 1–14.

Drawing and **Science.** *See below.*

ADDITIONAL SUBJECTS.

[For information respecting the examinations in Science and Art, and for copies of the Science and Art Directory, application may be made to the Secretary, Department of Science and Art, London.]

I. **Drawing.** [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection *shortly before the Certificate Examination. Acting Teachers must present themselves* for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises:—

A First Class in the Elementary Stage of—
(*a.*) Freehand (*Subject 2b*). [20.]
(*b.*) Model (*Subject 3a*). [20.]
(*c.*) Shading from Casts (*Subject 5b*). [20.]
A Pass in the Elementary Stage of—
(*d.*) Practical Plane and Solid Geometry (Science Subject I.). [30.]
A First Class in the Elementary Stage of—
(*e.*) Model Drawing with chalk upon the blackboard. [10.]

3. *The passes and classes allowed as equivalents for* (*a*), (*b*), (*c*), *and* (*d*), *for the purposes of the Elementary Drawing Certificate* (*First Class*)*—see p. 62 of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.*

4. *Claims to passes in Drawing must in every case be made by Students on their Form 20, and by Acting Teachers on their Form 26. The omission of any of the required details may involve a loss of marks.*

	Advanced or Honours.	Elementary.
II. **Science.**	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges shortly before the Certificate Examination under the provisions of the Science Directory, p. 50, but in those Science subjects only, for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in December 1894, under the provisions of the Directory revised to June 1893.*]

3. Acting Teachers are examined at the ordinary May examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, p. 23):—

I. Practical Plane and Solid Geometry (Elementary Stage, Section I). (*This is counted as one of the subjects of Drawing.*)
VI. Theoretical Mechanics: (*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat. Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
Xp. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. *Hygiene.*

* *Elementary Physics is allowed as an alternative to Subjects VIII. or IX.*

[The Syllabus for the Examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page 139.]

5. *Students* will be allowed marks at the Certificate Examination in 1894 for a pass, (i) in the 1st or 2nd Class in the Advanced Stage (or in Honours) of any TWO of the above subjects, or (ii) in the 1st or 2nd Class in the Advanced Stage (or in Honours) of ONE subject, and a pass in the Elementary Stage of TWO subjects (in addition to the Elementary Stage of Science Subject I.). *Subject to General Regulation 2 on p. 105, Students who fail to pass in the Elementary Stage, but attain the standard of "Fair," will also be credited with marks for that degree of success.*

In 1895 this regulation will apply to Acting Teachers also.

6. *Students* in a Training College may obtain marks for success at the Science Examination open to them, *next preceding their Certificate Examination.*

In 1895 this regulation will apply to Acting Teachers also.

7. No Student is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless she has previously been successful at the May examination, or at the Training College, in at least the Elementary Stage of the subject.

In 1895 this regulation will apply to Acting Teachers also.

8. Students who at the end of their FIRST year fail to *obtain either the mark "Fair" in the Elementary Stage or a* pass in the 2nd (or 1st) class in the Advanced stage of any Science subject, will be required in their SECOND year to present themselves for examination in the *same stage* of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

9. Acting teachers, who attend the Examination for Certificates, will receive additional marks for any two of the specified SCIENCE Subjects, in which they may have obtained a first or second class in the Advanced Stage or in Honours, at one of the May Examinations held by the Department of Science and Art.

After 1894 Acting Teachers will only receive marks for success at the Science Examination next preceding the Certificate Examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited by this Department at the examinations for certificates.

GENERAL REGULATIONS.

1. *Candidates* may not take up more than FOUR subjects under the heads of Languages and Science, *exclusive of Practical Plane and Solid Geometry. But the total number may (in 1894) be extended to* FIVE *when the Elementary Stage of* TWO *Science subjects is taken in the place of the Advanced Stage (or Honours) of* ONE *Science subject.*

2. A certain number of marks will be deducted from the total gained for each LANGUAGE and SCIENCE in order that Candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination.

TWENTY-FIRST

ANNUAL REPORT

BY

THE ACCOUNTANT FOR SCOTLAND

TO THE

SCOTCH EDUCATION DEPARTMENT.

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

CONTENTS.

	PAGE
I. Report, ...	v
II. General Abstract of Statements of Income, Expenditure, and Liabilities of School Boards for the year ended the 15th May 1893, ...	2
III. Summary of Abstract, showing the Amount of Income, Expenditure, and Liabilities in each County, ...	86
IV. General Abstract of Statements of Income, Expenditure, and Liabilities of Higher Class Public Schools for the year ended the 15th May 1893, ...	90
V. List of Payments by Town Councils, ...	94

REPORT.

ACCOUNTANT'S OFFICE FOR SCOTLAND,
33 YORK PLACE, EDINBURGH,
25th June 1894.

To the Secretary of the
Scotch Education Department.

SIR,

I have the honour to submit, in terms of section 51 of the Education (Scotland) Act, 1872, the Annual Report of the Accountant for Scotland to the Scotch Education Department, prepared from returns made to me by the school boards in Scotland, setting forth the amount of the Receipts and Expenditure of each board for the year ended at Whitsunday 1893.

The total number of school boards is 977, the same as in the previous Report.

The Treasurers of all these school boards have transmitted to this office an Account, showing their money receipts and payments, the state of the funds and property under their charge, and the amount of liabilities at Whitsunday, together with the vouchers, in terms of sections 48 and 49 of the Act, with the exception of the school board of Tongue, Sutherland, the Balance Sheet of which board has been sent to me imperfectly filled up and unaccompanied with the necessary vouchers.

Accounts have also been transmitted to me by the Treasurers of combination schools under section 42, in all cases where the income and expenditure in connection with these schools have not been included in the Accounts of one or other of the contributing boards.

With the above named exception a certification was annexed to the Account, and signed by the Chairman, to the effect that the Account had been submitted to the school board for examination, and had been approved of, and that the board had satisfied themselves, by reference to the Bank Pass Book, that the balances at the beginning and at the end of the Account were correctly stated.

The following seven school boards had no schools under their charge, viz.:—Bathgate (Burgh), Dumbarton (Landward), Forres (Landward), Greenock West Parish (Landward), Kinnoull, Sheuchan, and Tenandry.

INCOME.

The total income, as set forth in the Accounts examined and passed by me, was £1,779,906, 19s. 4d., derived from the following sources, viz.:—

School Fees,	£35,710	13	4
Grants for relief of Fees under section 19 (3) Loc. Gov. (Scot.) Act, 1889, and Local Taxation Act, 1890,	287,533	13	0
Parliamentary Grants from the Scotch Education Department,	520,606	3	2
Parliamentary Grants from Science and Art Department,	26,305	11	1
Grants from County Councils, &c., for Technical Education under Local Taxation (Customs and Excise) Act, 1890,	4,293	14	5
School Rate,	613,973	19	4
Loans raised,	236,059	9	10
Interest from Endowments,	10,888	12	8
Contributions under section 42,	6,080	12	8
Books sold,	11,658	1	1
Fines recovered,	391	10	0
Interest on Deposits,	759	16	6
Other sources (including £1479, 4s. Probate Duty Grants received by six school boards),	25,645	2	3
	£1,779,906	19	4

This amount is in excess of the previous year's income by £66,550, 7s. 5d., or, deducting loans in each case, by £56,442, 17s. 7d., there being a general increase under the various heads.

The proportions which the several sources of income, excluding loans for capital charges, bear to the total income for each of the three years 1890–91, 1891–92, and 1892–93, are given in the following table:—

	1890–91.	1891–92.	1892–93.
	Per cent.	Per cent.	Per cent.
School Fees, Grants in Relief of Fees and Sale of Books to children,	22·3	22·5	21·7
Grants from the Scotch Education Department (including Grants for Science and Art),	34·5	34·9	35·4
Rates,	40·9	39·8	39·8
Other sources of Income,	2·3	2·8	3·1

The proportion of the total receipts raised by loans in each of the three years was:—

	1890–91.	1891–92.	1892–93.
	Per cent.	Per cent.	Per cent.
Loans,	13·6	13·2	13·3

School Fees and Grants in Relief of Fees.—The sums entered in the Accounts as having been received from these sources amount together to £323,244, 6s. 4d., showing (as compared with the previous year) a decrease of £946, 14s. 2d., school fees having decreased £5,584, 10s. 0d., and grants for relief of fees having increased £4,637, 15s. 10d.

The amounts entered under the head of Fees consist partly of sums received by school boards during the year in the higher standards and special classes in a number of schools, and partly of sums collected in certain schools where fees have still continued to be charged under sanction of the Department.

The amounts entered under the head of Grants in Relief of Fees represent the sums paid over by the Department to School Boards during the year to 15th May 1893, in terms of section 19 (3) of the Local Government (Scotland) Act, 1889, and Local Taxation Act, 1890.

Parliamentary Grants (from the Scotch Education Department).—The total sum received during the year in annual grants and additional grants under section 67, as appearing from the Accounts, was £520,606, 3s. 2d., which shows an increase of £20,933, 11s. 4d. on the amount received during the year 1891–92.

The Probate Duty grants under the Department Minutes of 21st December 1888 and 30th January 1891, with respect to certain parishes in the Highlands and Islands, and which are included under the head of "Other Sources" of Income, amounted to £1,479, 4s., and were received by the following insular boards:—

Inverness—Kilmuir,	£28	0	0
Snizort,	153	0	0
South Uist,	68	4	0
Ross—Barvas,	140	0	0
Lochs,	517	5	2
Achmore (Combination),	172	14	10
Uig,	400	0	0
	£1,479	4	0

The details are as follows:—

Annual Grants,	£510,339	4	8
Additional Grants under section 67 (received by 110 School Boards),	10,266	18	6
Probate Duty Grants under Minutes of 21st December 1888 and 30th January 1891 (received by 6 School Boards),	1,479	4	0
	£522,085	7	2

In the case of 15 school boards, irrespective of the seven which have no schools under their charge, there is no sum appearing as annual grant in the Accounts for the year, in consequence of changes in the dates of inspection or owing to the grants,

although earned, not having been received by the board as at the date of closing the Accounts.

Grants from Science and Art Department. — The amounts entered under this head during the year aggregate £26,305, 11s. 1d., as compared with £18,627, 10s. 11d. of the previous year.

School Rate.—The sums received during 1892–93 by the treasurers of school boards from the rating authorities amounted to £613,973, 19s. 4d., being an increase of £21,411, 19s. 8d. on the amount of the previous year.

The rates in the several districts varied from 1d. to 2s. 5d. per £. For example, in Cupar (L.) (Fife) and Kiltearn (Ross) the rate was 1d.; in Panbride (Forfar) and Balquhidder (Perth), 1½d.; in Auldearn (Nairn), 1¾d.; in Stair (Ayr), Legerwood (Berwick), Inverkeithing (Fife), Lochrutton (Kirkcudbright), Abernethy (Perth), Greenock West Parish (L.), (Renfrew), and Gairloch (Ross), 2d.; in Mertoun (Berwick), Cumbrae (Bute), Penpont (Dumfries), Orwell (Kinross), Carstairs (Lanark), Gartmore and Madderty (Perth), 2½d.; in Rescobie (Forfar), 2¾d.; while in Aberdour (Aberdeen), Acharacle (Argyll), Fordyce (Banff), Newbattle (Edinburgh), Knockando (Elgin), Arbroath (B.) (Forfar), Ardersier, Dores, Portree, Sleat and Small Isles (Inverness), Evie, &c. (Orkney), Lyne (Peebles), St. Martins (Perth), Lochcarron and Urquhart (Ross), Clyne and Dornoch (Sutherland), it was 1s.; in Strontian (Argyll), Cullen (Banff), Wick (B.) (Caithness), Kilmaronock (Dumbarton), Lasswade (Edinburgh), Moonzie (Fife), Montrose (B.) (Forfar), Kilmuir (Inverness), Springburn (Lanark), Lecropt (Perth), 1s. 1d.; in Rutherglen (B.) (Lanark), 1s. 1½d.; in Marytown (Forfar), 1s. 1¾d.; in Glenbucket (Aberdeen), Coll, Cumlodden, and Tyree (Argyll), Stenton (Haddington), Harris, (Inverness), Cross, &c. (Orkney), Dunrossness (Shetland), Falkirk (L.) (Stirling), 1s. 2d.; in Glassary (Argyll), Cabrach (Banff), Tingwall (Shetland), and Larbert (Stirling), 1s. 3d.; in Latheron (Caithness), Kirkwall (B.) (Orkney), Unst (Shetland), Falkirk (B.) (Stirling), Durness (Sutherland), 1s. 4d.; in North Uist (Inverness) and Lochalsh (Ross), 1s. 5d.; in Assynt (Sutherland), 1s. 6d.; in Keiss (Caithness), 1s. 7d.; in Canisbay (Caithness), 1s. 8d.; in Snizort (Inverness), 1s. 8½d.; in Kilbrandon (Argyll), 1s. 9½d., in North Knapdale (Argyll), 1s. 10d.; and as follows in the districts named, in Shetland, Nesting, Northmavine, and Sandsting, 2s.; Delting, 2s. 1½d.; Yell, 2s. 2d.; and Walls, 2s. 5d. per £.

The following tables give the amounts received by the treasurers of school boards from the rating authorities during the three years ending at Whitsunday 1893 :—

	1890–91.	1891–92.	1892–93.
	£	£	£
In Burghs, ...	245,072	251,824	268,477
In Parishes and School Districts,	339,165	340,738	345,497
Total, . . .	584,237	592,562	613,974

These sums represent an average rate per £ on the rateable value of the districts :—

	1890–91.	1891–92.	1892–93.
	d.	*d.*	*d.*
In Burghs, . . .	7·56	7·66	8·06
In Parishes and School Districts,	6·70	6·73	6·80
Total, . .	7·04	7·09	7·30

The following table shows the amount of rates received in each of the counties in Scotland during the three years ending Whitsunday 1893, and the average rate per £ which the amounts levied represent on the rateable value of each county :—

County.	Amount of rates received.			Average rate per £ on rateable value.		
	1890–91.	1891–92.	1892–93.	1890–91.	1891–92.	1892–93.
	£	£	£	*d.*	*d.*	*d.*
Aberdeen, . . .	39,150	44,313	44,174	7·44	8·16	8·01
Argyll { Mainland, .	12,602	12,138	12,202	7·70	7·95	7·58
Argyll { Insular, .	2,852	3,011	2,744	8·58	9·04	8·22
Ayr, ...	28,100	26,676	26,344	6·19	5·85	5·64
Banff, ...	7,870	7,739	7,817	9·10	8·84	8·70
Berwick, . . .	6,518	6,883	6,638	5·28	5·73	5·60
Bute, ...	2,456	2 405	2,447	4·92	4·71	4·75
Caithness, . . .	6,143	6,007	5,476	10·76	10·69	9·79
Clackmannan, . .	2,638	3,120	3,430	6·50	6·00	6·77
Dumbarton, . . .	14,949	15,445	15,783	8·0	8·49	8·61
Dumfries, . . .	12,378	13,237	13,413	5·66	6·09	6·16
Edinburgh, . . .	83,127	80,949	83,778	7·46	7·12	7·34
Elgin, ...	7,645	7,200	7,087	8·98	8·70	8·47
Fife, ...	23,562	25,992	25,953	6·53	6·78	6·88
Forfar, ...	35,801	39,273	44,485	6·87	7·58	8·53
Haddington, . . .	7,241	7,321	7,002	6·60	6·63	6·53
Inverness { Mainland, .	9,094	9,286	9,107	7·72	7·29	7·07
Inverness { Insular, .	2,977	3,319	2,500	12·4	14·02	10·57
Kincardine, . . .	7,134	6,963	6,821	7·54	7·96	7·77
Kinross, . . .	972	973	880	3·99	4·08	3·67
Kirkcudbright, . .	7,960	7,483	7,599	5·90	5·53	5·62
Lanark, ...	139,143	136,330	152,711	6·88	6·70	7·40
Linlithgow, . . .	7,510	7,686	7,465	6·38	6·19	6·06
Nairn, ...	1,206	1,598	1,435	8·48	9·53	8·39
Orkney, ...	2,900	2,024	2,219	10·3	7·30	8·19
Peebles, ...	3,010	3,405	3,569	5·91	6·86	7·99
Perth, ...	23,095	22,362	22,588	5·34	5·63	5·62
Renfrew, . . .	34,826	37,040	35,873	7·99	8·34	8·10
Ross { Mainland, . .	7,657	7,329	7,173	7·72	7·30	7·20
Ross { Insular, . .	638	641	737	5·21	5·61	6·29
Roxburgh, . . .	9,549	9,781	9,719	6·29	6·51	6·58
Selkirk, ...	3,110	3,671	3,675	6·09	7·13	7·66
Shetland, . . .	2,180	2,040	1,628	15·2	14·23	11·38
Stirling, . . .	18,192	19,263	19,359	8·43	8·73	8·60
Sutherland, . . .	3,727	3,387	3,676	10·1	8·89	9·46
Wigtown, . . .	6,325	6,272	6,462	6·80	6·65	6·82
Total, . .	584,237	592,562	613,974	7·04	7·09	7·30

The following tables show the number of burghs and parishes which paid rates varying from less than 3d. in the £ to 2s. and

upwards; the number of burghs and parishes which paid rates of 6d. and upwards, and less than 6d. in the £; and the percentage which each class bears to the whole number:—

Equivalent to a Rate of Assessment per £	BURGHS.						PARISHES.					
	Numbers.			Percentage.			Numbers.			Percentage.		
	1891.	1892	1893.	1891.	1892.	1893.	1891.	1892.	1893.	1891.	1892.	1893.
Of 2s. and above, . . .	...	...	...	...	...	...	8	6	7	0·9	0·7	0·7
Of 1s. and below 2s., . . .	5	6	7	8·8	10·5	12·3	77	75	74	8·3	8·2	8·1
Of 9d. and below 1s., . . .	12	18	22	21·1	31·6	38·6	130	139	134	14·1	15·1	14·6
Of 6d. and below 9d., . . .	32	27	21	56·1	47·4	36·8	384	396	417	41·7	43·1	45·5
Of 3d. and below 6d., . . .	8	6	7	14·0	10·5	12·3	301	286	262	32·7	31·1	28·6
Of 1d. and below 3d., . . .	...	...	...	...	...	...	21	17	23	2·3	1·8	2·5
	57	57	57	...	...	...	921	919	917	...	...	...
Classification	...	...	...	...	...	...	1	1	3	...	...	...
Total . . .	57	57	57	...	...	...	922	920	920	...	...	...

Equivalent to a Rate of Assessment per £	Number.			Per cent.		
	1891.	1892.	1893.	1891.	1892.	1893.
Of 6d. and above.						
Burghs, ...	49	51	50	86·0	89·5	87·7
Parishes, ...	599	616	632	65·0	67·0	68·9
Total, .	648	667	682	66·3	68·3	70·0
Below 6d.						
Burghs, ...	8	6	7	14·0	10·5	12·3
Parishes, ...	322	303	285	35·0	33·0	31·1
Total, .	330	309	292	33·7	31·7	30·0

Loans.—The total amount entered in the Accounts as having been borrowed by school boards up to Whitsunday 1893 was £4,909,908, 7s. 9d., of which £236,059, 9s. 10d., was received during the year 1892–93. Of the latter sum £124,508 was lent to 23 burgh boards, and £111,551, 9s. 10d. to 94 landward boards.

Of the total amount borrowed up to Whitsunday 1893 the sum of £1,267,865 13s. 5d. had been repaid by that date.

Endowments.—The sum received from this source during the year, as appearing from the Accounts, was £10,888, 12s. 8d., as compared with £10,983, 3s. 2d. of the previous year. The amounts received by school boards from Town Councils out of the

Common Good of Burghs and the amounts received direct by teachers from the Dick and Milne Bequests are all included under this head. In addition to the above amount, there was received for Higher Class Public Schools a sum of £4,028, 18s. 5d. from Town Councils, and a sum of £1,779, 15s. from other Endowments.

I append a table showing the payments for the year by Town Councils from the Common Good of Burghs or other Funds under Section 46.

The Income from other Sources amounts to £25,645, 2s. 3d. details of which are as follows, viz.:—

From the sale of old Buildings, &c.,	£5,060	14	1
„ Voluntary contributions,	3,859	6	4
„ Rents,	3,305	13	5
„ Payments for fuel and light, &c.,	265	19	0
„ Grants under Highland Schools Act,	985	0	0
„ Probate Duty Grants under Minutes of 21st December 1888 and 30th December 1891,	1,479	4	0
„ Payments under Boundary Commissioners Awards,	7,822	1	11
„ Miscellaneous,	2,867	3	6
	£25,645	2	3

EXPENDITURE.

The total Expenditure, as appearing from the Accounts, was £1,830,958, 4s. 6d., the particulars of which are as undernoted,:—

Elections,	£7	3	3
Salaries of Officers,	50,131	9	3
Do. of Teachers,	943,005	19	3
Purchase of Sites,	39,275	1	3
Erection, &c., of Buildings,	245,309	9	6
Printing, Postages, &c.,	9,717	1	0
Books, Apparatus, and Stationery,	47,309	4	0
Rents, Rates, &c.,	46,949	16	9
Furniture, Repairs, &c.,	71,152	2	6
Fuel, Light, and Cleaning,	71,731	7	7
Contributions under Section 42,	6,017	7	10
Interest on Loans,	129,933	0	5
Repayment of Loans,	126,046	19	11
Legal Expenses,	2,611	17	11
Prosecuting Defaulting Parents,	2,044	11	4
Other Expenses,	39,715	12	9
	£1,830,958	4	6

This amount shows an increase of £153,028, 16s. 10d. on the Expenditure for the year 1891–92.

Salaries of Officers.—The Expenditure under this head amounts to £50,131, 9s. 3d., an increase of £1,762, 11s. 9d. on the sum paid during the year 1891–92.

The Salaries of Teachers amount to £943,005, 19s. 3d., being an increase of £43,780, 16s. 6d. on the amount paid during the previous year, which amounted to £899,225, 2s. 9d.

Purchase of Sites.—The sums appearing under this head amount to £39,275, 1s. 3d., and were expended by 14 boards. The amount entered as paid for sites in the Accounts for the nineteen previous years was £586,913, 16s. 1d., giving a total of £626,188, 17s. 4d.

Erection, Enlargement, and Alteration of School Buildings.—The amount under this head is £245,309, 9s. 6d., which, added to the sum expended during the nineteen previous years, viz., £4,966,421, 1s. 1d., gives a total of £5,211,730, 10s. 7d. expended on buildings.

Office Expenses, Books, Rents, &c., Furniture and Repairs, and Fuel, &c.—The Expenditure for the year under the above heads amounted to £246,859, 11s. 10d., of which £15,646, 7s. 0d. was expended for the boards, and £231,213, 4s. 10d. for schools.

Legal Expenses amount to £2,611, 17s. 11d., of which £820 appears to have been spent on litigation, leaving £1,791, 17s. 11d., expended in connection with erection of buildings, sales of old buildings, and proceedings before the Boundary Commissioners, &c.

Other Expenses.—These amount to £39,715, 12s. 9d., of which £7,077, 2s. 7d., was for interest on bank accounts, and £685, 3s. 6d. was incurred in procuring loans. The balance under this head includes the payments under Boundary Awards, payments to Higher Class Schools, charges in connection with engaging teachers, travelling, &c.

The Expenditure as detailed above may be divided into six headings, viz.:—(1) Administration, (2) Maintenance of Schools, (3) Capital Charges for Works of a permanent character, (4) Repayment of Loans contracted for Capital Charges, (5) Interest on Loans, (6) Miscellaneous; and the proportion which each bears to the total Expenditure is shown by the following table:—

	£	Per cent.
Administration,	70,441	= 3·85
Maintenance of Schools,	1,180,237	= 64·46
Capital charges for works of a permanent character,	284,584	= 15·54
Repayment of Loans,	126,047	= 6·88
Interest on Loans,	129,933	= 7·10
Miscellaneous (including interest on Bank Accounts),	39,716	= 2·17

If the Expenditure met by Loans, viz., capital charges, were omitted, the comparison upon the ordinary current Expenditure would stand thus:—

	£	Per cent.
Administration	70,441	= 4·56
Maintenance of Schools,	1,180,237	= 76·32
Repayment of Loans,	126,047	= 8·15
Interest on Loans,	129,933	= 8·40
Miscellaneous (including interest on Bank Accounts),	39,716	= 2·57

It thus appears that 4·56 per cent. of the current Expenditure, including the cost of enforcing attendance at school, is incurred in carrying out the provisions of the Education Acts; 16·55 per cent. in providing school accommodation; and 76·32 per cent. in instructing the children.

The sum set down in these tables under the head of 'Repayment of Loans' represents the portion of the money expended on works of a permanent character chargeable on the rates of the year; and the amount included under 'Interest on Loans' is the annual charge on the ratepayers for the privilege of spreading the cost of works of a permanent character over a series of years, in place of defraying it out of the rates when it is incurred.

The total Expenditure for the year, viz., £1,830,958, was met by:—

	£	Per cent.
Rates,	620,055	= 33·9
Grants, School Fees, &c.,	923,793	= 50·4
Loans,	236,059	= 12·9
Interim Balances overdrawn,	51,051	= 2·8

The Expenditure on the maintenance of schools, viz. £1,180,237, may be said to be defrayed from the following sources:—

	£	Per cent.
Rates,	276,455	= 23·4
Grants,	541,546	= 45·9
Fees, Grants in Relief of Fees and Books sold to Children,	334,902	= 28·4
Other sources of School Income,	27,334	= 2·3

Liabilities.

The Liabilities at Whitsunday 1893 (exclusive of loans outstanding) amounted to £88,514, 9s. 5d., an increase of £7,152, 1s. 8d. on those of the previous year.

The items are as follows, viz.:—

Balances overdrawn,	£84,958	18	0
Unpaid Accounts,	2,073	12	3
Salaries of Teachers,	1,347	13	2
Do. of Officers,	134	6	0
	£88,514	9	5

I have again, in the course of my examination of the Accounts, in cases where the bank accounts of school boards have been found to be overdrawn, communicated with the Treasurers, calling the attention of the board to this matter, and requesting that steps should be taken at once, either to have the overdraft paid or arrangements made to reduce it gradually year by year, in order that the rates might be relieved of the burden of bank interest.

At 15th May 1893 the balances stood thus:—

Balances in hand, p. Abstract, . . .	£93,397	19	4
Less overdrawn Balances, ...	84,958	18	0
	£8,439	1	4

I find that the Liabilities of school boards in respect of loans outstanding were:—

At 15th May 1891.	At 15th May 1892.	At 15th May 1893.
£	£	£
3,436,827	3,548,559	3,655,491

I append a Summary of the Abstract, showing the total amount of Income, Expenditure, and Liabilities in each county as returned in the Accounts.

I have also the honour to submit, appended hereto, an Abstract of the Accounts of the Higher Class Public Schools for the year which ended 15th May 1893.

The number of these Schools is 21, the same as in the last Abstract.

Their total Income during the year was £67,536, 4s. 10d., and their total Expenditure amounted to £65,835, 3s. 2d.

I have been unable to pass the account of the school board of Tongue (Sutherland), owing to there being no vouchers (except the Bank Book) produced for the various payments. The information given has, however, enabled me to include the figures of the Balance Sheet in this Report.

I have the honour to be,

SIR,

Your most obedient Servant,

DAVID F. OCHTERLONY,
Accountant.

ABSTRACTS.

SCHOOL BOARDS'.

II. General Abstract of Statements of Income, Expenditure, and

(Published under Section 51 of the

Combination Schools (under Section 42 of the Education

INCOME.

(B.) Burgh,

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.							
Aberdeen (B.)	4,286 18 9	2,564 7 1	7,920 12 0	14,376 0 11	...	1,267 5 9	...
Aberdour	...	...	163 4 0	287 7 5	24 15 8	...	...
Aboyne and Glentanner	...	...	108 12 0	116 12 0	...	...	...
Alford	51 7 0	...	135 12 0	234 13 0	...	11 0 6	...
Ardallie	27 12 4	3 1 9	77 8 0	109 8 6	...	...	...
Auchindoir and Kearn	147 7 2	...	105 12 0	164 0 2	...	...	...
Auchterless	...	...	154 16 0	242 1 6	...	...	...
Belhelvie	...	...	129 12 0	167 10 10	...	...	...
Birse	15 14 7	...	83 8 0	137 16 8	...	...	...
Bourtie	4 9 11	...	18 0 0	33 17 6	...	...	...
Cairney	48 11 3	...	136 16 0	204 19 6	...	...	...
Chapel-of-Garioch	62 8 6	...	160 4 0	244 11 0	...	...	...
Clatt	176 6 8	...	46 16 0	...	...	...	...
Cluny	...	...	39 0 0	63 16 6	...	...	...
Coull	...	...	25 4 0	52 18 6	...	...	...
Crathie and Braemar	1,702 19 4	3 7 5	61 4 0	114 8 5	...	...	...
Crimond	41 3 7	...	67 4 0	115 4 6	...	...	...
Cruden	...	...	304 4 0	471 17 6	...	...	...
Culsalmond	8 7 2	...	46 4 0	69 7 6	...	...	...
Daviot	132 19 6	...	50 8 0	78 15 6	...	...	...
Drumblade	88 10 1	...	65 8 0	109 16 6	...	...	...
Drumoak	...	...	66 12 0	113 16 9	...	...	...
Dyce	...	...	116 8 0	191 3 8	...	...	...
Echt	34 13 2	...	92 8 0	137 6 0	...	...	...
Ellon	89 1 6	...	360 12 0	539 2 6	...	18 16 0	...
Fintray	118 2 11	...	78 0 0	118 14 0	...	...	...
Forgue	...	...	105 12 6	178 1 6	...	7 3 6	...
Foveran	...	...	241 16 0	375 16 0	...	6 0 0	...
Fraserburgh	...	...	474 0 0	774 13 11	...	35 4 0	...
Fyvie	137 14 3	4 10 0	231 12 0	381 7 11	...	7 17 1	...
Gartly	21 1 9	...	46 16 0	64 15 0	...	...	...
Glass	...	...	90 0 0	167 19 1	7 12 9	11 14 6	...
Glenbucket	13 1 3	...	32 12 0	46 10 6	...	...	...
Glengairn	...	...	9 0 0	29 10 8	...	...	...
Glenmuick and Tullich	66 4 7	4 10 4	165 0 0	321 1 0	...	...	...
Huntly	582 14 1	33 2 8	462 0 0	814 1 6	...	21 15 0	...
Insch	249 14 11	...	180 12 0	291 0 0	...	...	...
Inverurie	...	...	237 0 0	384 10 0	...	...	...
Keig	12 19 0	...	67 16 0	100 12 0	...	...	...
Keithhall and Kinkell	...	...	47 8 0	72 11 6	...	...	...
Kemnay	53 9 9	...	171 0 0	246 1 6	42 14 6	...	...

ACCOUNTS.

LIABILITIES of SCHOOL BOARDS for the Year ended the 15th May 1893.

Education (Scotland) Act, 1872.)

(Scotland) Act, 1872) are printed in *italics*.

INCOME.

(L.) Landward.

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
16,342 15 0	9	13,801 0 0	...	31 11 7	1,218 16 2	8 0 0	...	*438 10 1	62,255 17 4	3,843 14 4
327 12 6	1/	...	38 8 6	...	...	...	...	...	841 8 1	196 4 9
294 0 0	7	...	46 17 5	...	...	...	...	...	566 1 5	15 8 10
239 19 0	7	...	43 18 0	...	...	...	...	15 7 0	731 16 6	...
189 8 1	7½	...	37 1 8	...	...	...	...	...	444 0 4	...
175 0 0	7½	780 0 0	27 14 4	...	...	...	2 9 8	...	1,402 3 4	...
313 1 4	7	...	21 13 10	...	...	...	...	...	731 12 8	15 10 7
258 16 9	5	...	...	...	...	...	...	...	555 19 7	99 10 11
248 11 11	8	...	64 0 6	...	...	...	0 4 8	3 10 0	553 6 4	23 17 0
67 10 5	3	...	...	...	...	...	...	...	123 17 10	11 14 6
316 9 4	11	...	...	...	...	...	0 7 3	10 0 0	717 3 4	...
431 9 7	9	...	46 8 7	...	...	...	...	...	945 1 8	...
94 0 10	7	...	...	...	...	...	0 15 8	...	317 19 2	...
167 9 6	6	...	43 2 3	...	...	...	...	...	313 8 3	49 3 1
73 0 9	3	...	20 7 1	...	...	...	...	1 18 9	173 9 1	50 13 2
384 14 2	5	...	30 7 10	...	...	...	4 0 2	11 5 0	2312 6 4	...
110 18 6	5	...	44 15 1	...	10 14 6	...	0 4 10	2 5 0	392 10 0	...
490 3 6	9	400 0 0	81 17 1	21 0 0	...	...	...	...	1,769 2 1	412 17 3
124 16 2	6	...	24 16 7	...	...	...	...	3 0 0	276 11 5	...
105 1 8	4½	...	45 11 1	...	...	...	1 0 6	...	413 16 3	...
210 0 0	5	750 0 0	28 7 9	...	...	...	...	...	1,252 2 4	...
227 9 5	7½	...	29 1 1	...	...	...	...	...	436 19 3	26 1 5
325 0 0	11	...	24 7 5	...	18 2 8	...	...	12 10 6	687 12 3	...
211 10 2	8	...	47 16 8	...	...	...	...	...	523 14 0	...
584 4 7	8	...	39 17 6	...	...	...	...	...	1,631 14 1	68 6 5
275 18 11	10	...	25 0 0	...	...	...	...	...	615 15 10	...
238 12 10	7½	...	26 11 9	...	...	...	0 4 0	...	556 5 7	18 16 1
370 0 0	7	...	41 10 4	...	...	...	...	...	1,035 2 4	156 19 10
800 0 0	6½	...	46 16 8	...	1 7 0	...	...	†75 2 10	2,207 4 5	...
572 5 6	7½	...	73 3 5	...	...	...	...	10 0 0	1,418 10 2	...
208 18 5	9	...	37 13 4	...	...	...	...	...	379 4 6	...
147 16 0	9	...	37 14 7	11 0 0	...	...	...	‡61 8 11	535 5 10	54 3 0
100 0 0	1/2	...	33 6 9	...	...	...	...	...	225 10 6	35 1 11
75 6 4	4	...	...	...	...	...	...	...	113 16 10	21 1 1
262 17 5	4½	...	...	...	...	...	2 9 9	11 7 4	833 10 5	...
337 3 4	6	...	188 8 6	...	...	...	11 10 0	§236 11 2	2,687 6 3	...
159 13 11	5	...	40 17 5	25 0 0	...	...	...	...	946 18 3	...
314 3 6	7	...	55 10 0	...	...	...	...	0 5 0	991 8 6	80 14 0
149 10 8	8	959 0 0	49 13 9	...	...	...	...	...	1,339 11 5	24 12 0
147 1 2	5	...	29 10 7	...	...	...	...	...	296 11 3	0 18 11
89 7 4	4	...	37 0 0	...	...	...	...	2 12 0	642 5 1	...

* Rents, &c., £247, 17s. 1d. Donaldson Fund, £125, 0s. 2d. M'Knight's Mortification, £65, 7s. 10d.
† From Strichen under Boundary Commissioners order, £68, 4s. 10d. ‡ From Sale of old Building, £35.
§ Sale of old Building, £229, 1s. 2d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen—*contd.*							
Kennethmont	77 7 8	0 3 9	66 12 0	...	...	...	...
Kildrummy	...	...	57 12 0	96 17 6	...	...	...
Kincardine O'Neil	1,454 15 9	...	175 16 0	270 3 6	...	...	...
King Edward	102 3 1	...	82 4 0	149 14 8	...	...	...
Kininmonth	...	...	60 12 0	107 12 6	...	...	...
Kinnellar	...	...	42 12 0	61 0 0	...	...	...
Kintore (including B.)	124 17 7	...	213 0 0	356 17 8	...	...	...
Leochel-Cushnie	...	...	91 4 0	...	...	...	...
Cairncoullie (Comb.)	...	...	34 4 0	55 19 6	...	2 14 6	...
Craigievar (Comb.)	...	...	46 16 0	76 5 6	...	...	...
Leslie	23 18 0	...	42 12 0	68 18 0	...	...	...
Logie-Buchan	...	...	77 8 0	114 17 0	...	...	...
Logie-Coldstone	27 12 9	...	78 12 0	134 14 6	...	7 0 0	...
Longside	483 11 4	...	301 16 0	462 15 0	...	...	...
Lonmay	87 3 7	...	187 16 0	305 11 6	...	...	...
Lumphanan	...	...	66 12 0	106 9 6	...	...	...
Meldrum	51 7 5	...	198 0 0	314 8 0	...	...	...
Methlick	...	...	165 12 0	272 6 0	...	...	...
Midmar	110 2 5	1 12 8	73 16 0	109 7 6	...	...	...
Millbrex	39 6 5	...	60 0 0	89 16 0	...	3 18 0	...
Monquhitter	...	...	178 4 0	319 9 5	...	...	...
Monymusk	250 2 9	...	91 4 0	151 5 0	...	...	...
New Byth	...	...	176 8 0	327 6 2	47 5 2	...	...
New Deer	54 15 11	7 18 6	393 12 0	627 19 5	...	...	...
Newhills	148 8 11	...	508 16 0	778 10 2	...	...	...
New Machar	...	...	181 16 0	290 14 0	...	...	...
New Pitsligo	335 9 2	...	164 8 0	276 5 6	22 12 2	...	...
Old Deer	...	26 11 7	405 0 0	597 19 10	...	...	...
Old Machar	648 0 0	...	1,013 8 0	1,766 9 2	...	96 9 0	...
Oyne	...	...	64 4 0	113 2 6	...	...	...
Peterculter	216 1 3	...	150 0 0	216 0 6	...	...	...
Peterhead (B.)	...	57 10 0	811 16 0	1,348 0 0	...	65 2 6	...
Peterhead (L.)	...	...	321 0 0	461 9 0	...	23 10 6	...
Pitsligo	...	...	253 16 0	376 9 0	67 15 6	...	...
Premnay	96 2 7	...	83 4 0	104 2 0	...	...	...
Rathen	...	...	165 12 0	278 4 0	...	...	...
Rayne	32 18 7	...	116 8 0	187 5 6	...	...	...
Rhynie	160 7 1	...	159 0 0	255 19 1	43 12 4	...	...
St Fergus	9 1 3	...	133 4 0	217 2 0	...	...	...
Savoch	...	...	132 0 0	216 15 0	...	...	...
Skene	9 19 6	...	129 12 0	188 0 6	...	...	...
Slains	...	...	111 0 0	177 17 0	...	...	...
Strathdon	27 10 4	...	104 8 0	209 6 0	...	...	...
Strichen	151 9 8	...	130 4 0	197 13 0	...	...	...
Tarland and Migvie	83 9 11	...	77 8 0	127 10 6	...	...	...
Tarves	9 9 10	...	196 4 0	488 15 8	...	...	...
Tough	...	...	60 0 0	91 0 6	...	...	...
Towie	16 18 8	...	46 4 0	74 5 6	...	...	...
Tullynessle and Forbes	76 13 3	...	60 0 0	...	...	...	...
Turriff	...	...	429 12 0	660 2 1	...	...	...
Tyrie	10 1 3	...	56 8 0	87 17 6	...	...	...
Udny	115 15 8	4 14 2	116 8 0	195 13 4	...	...	...
Ythan Wells	15 16 7	...	83 8 0	138 2 7	...	...	...
Total of Aberdeen	13,224 11 2	2,711 9 11	22,402 4 0	37,444 4 0	256 8 1	1585 10 10	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
166 19 0	7	...	...	...	...	...	...	...	311 2 5	45 7 10
97 4 1	6	...	38 8 6	...	...	...	...	...	290 2 1	30 1 8
370 6 6	8	...	24 7 3	...	...	...	3 5 9	...	2,298 14 9	...
302 17 10	10	...	48 1 0	...	...	...	0 12 3	5 0 0	690 12 10	...
160 5 9	10	...	37 1 9	...	...	...	...	...	365 12 0	3 15 8
115 12 10	6	210 0 0	35 15 1	...	...	...	...	...	464 19 11	27 17 4
269 7 6	6¼	420 0 0	48 11 7	...	...	...	0 9 10	...	1,433 4 2	...
450 2 2	1/	...	15 0 0	...	...	...	...	...	556 6 2	293 1 3
...	...	...	...	57 18 0	...	...	...	...	150 16 0	59 14 7
...	...	...	...	106 13 1	...	...	...	...	229 14 7	122 16 10
101 17 0	9	...	34 5 7	...	...	...	...	...	371 10 7	...
219 16 8	10	...	32 15 10	...	...	...	...	...	444 17 6	13 13 1
165 0 0	7	...	26 8 11	7 4 0	...	...	1 12 1	...	448 4 3	...
392 13 4	6	...	52 17 5	...	...	...	2 8 2	...	1,696 1 3	...
365 11 9	11	...	36 10 7	...	...	...	...	7 10 8	990 4 1	100 10 1
236 4 4	10	...	40 10 11	...	...	...	...	...	449 16 9	54 17 4
374 17 11	9	...	25 0 9	...	...	...	1 8 9	7 12 6	972 15 4	...
333 1 10	8	...	38 8 6	...	...	...	...	14 19 1	824 7 5	...
178 3 3	6½	...	...	...	...	...	0 13 10	...	473 15 8	...
151 12 8	7	...	...	...	...	...	...	...	344 13 1	...
276 10 1	7	...	44 11 1	...	...	...	0 6 4	...	819 0 11	...
156 0 7	6	...	34 7 11	7 3 6	...	...	1 7 1	...	691 10 10	...
245 3 0	11	...	38 8 6	...	...	...	...	7 14 8	842 5 6	17 17 2
711 14 0	8½	...	72 15 11	26 8 0	5 8 0	...	3 9 4	0 12 0	1,904 13 1	...
850 0 0	9	...	68 0 0	32 7 11	7 11 6	...	...	6 16 10	2,400 11 4	...
315 7 2	8	...	31 14 8	100 11 2	...	...	...	...	920 3 0	69 14 10
144 14 11	5	...	29 1 1	18 1 4	...	...	0 17 2	...	991 9 4	...
665 0 0	8½	155 0 0	120 2 6	45 13 7	...	...	0 8 6	1 17 10	2,017 13 10	...
1,683 7 6	8	...	20 0 9	...	239 19 1	0 5 0	2 19 5	*66 9 3	5,537 7 2	...
148 7 8	6½	...	25 10 0	...	...	...	...	2 1 9	353 5 11	...
475 16 7	4	...	31 12 10	...	...	...	...	...	1,089 11 2	...
1,700 0 0	1/	...	38 8 6	...	...	2 10 0	...	28 14 8	4,052 1 8	287 9 0
750 0 0	1/	...	6 0 0	...	...	...	...	0 6 9	1,562 6 3	9 19 1
287 10 2	9½	...	53 18 6	...	...	...	0 16 2	3 4 10	1,043 10 2	...
217 4 11	1/	...	...	...	...	...	...	...	500 13 6	...
489 16 0	11½	...	52 7 4	...	...	...	...	1 2 6	987 1 10	78 1 4
241 8 6	7	...	31 14 8	...	...	...	0 16 7	...	610 11 10	...
129 17 7	8½	...	43 3 4	14 5 0	34 19 6	...	0 10 0	...	841 13 11	...
223 11 9	7	...	...	...	...	...	0 3 10	5 9 0	588 11 10	...
277 8 7	6	...	15 6 7	...	...	...	...	...	641 10 2	72 19 5
348 8 5	8¾	...	47 8 4	...	...	...	...	...	723 8 9	30 3 3
206 19 11	7⅓	...	30 7 4	...	...	...	...	...	526 4 3	...
336 2 7	8½	...	40 0 0	...	...	...	...	...	717 6 11	...
196 12 1	4	...	38 0 10	...	...	...	...	0 1 6	714 1 1	288 6 2
110 0 0	7	...	27 0 11	...	...	...	1 12 10	0 6 0	427 8 2	...
200 0 0	4	347 0 0	62 14 4	...	...	...	0 5 2	...	1,304 9 0	...
150 0 0	7½	...	...	3 19 2	...	...	...	0 11 6	305 11 2	30 8 11
161 15 4	6⅔	...	50 5 3	...	...	...	...	...	349 8 9	...
176 3 2	7	1,064 0 0	38 9 10	...	...	...	...	...	1,415 6 3	...
682 8 5	7⅓	...	68 7 6	...	...	...	0 13 0	0 17 0	1,842 0 0	127 3 0
114 0 0	5⅓	...	41 18 11	...	...	...	...	...	310 5 8	...
258 13 9	5	...	33 1 6	...	25 3 4	...	0 0 8	0 9 6	749 19 11	...
230 8 4	11	...	38 8 6	...	...	...	...	...	506 4 0	...
44,174 3 11	...	18,886 0 0	3,316 18 5	508 16 4	1,562 1 9	10 15 0	48 3 3	1,057 11 5	147,188 18 1	6,999 6 11

* From Aberdeen (B.) under Extension Order, £23, 11s. Rents, &c., £31, 6s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL.							
Mainland.							
Acharacle	...	...	74 8 0	196 13 6	...	...	...
Ardchattan and Muckairn	...	...	74 8 0	196 0 6	...	0 15 0	...
Achaleven (Comb.)	...	...	48 0 0	99 2 6	...	...	...
Taynuilt (Comb.)	...	...	42 12 0	88 4 6	...	...	...
Ardnamurchan	...	0 12 0	92 8 0	248 6 0	...	...	...
Campbeltown (B.)	...	327 8 7	778 16 0	1,486 11 0	...	242 15 0	75 0 0
Campbeltown (L.)	123 17 8	1 6 6	134 8 0	296 3 6	...	...	...
Craignish	2 15 8	...	15 12 0	40 13 0	...	...	...
Cumlodden	9 12 6	0 7 0	38 8 0	79 1 6	...	...	...
Dunoon and Kilmun	...	...	519 0 0	1,172 1 0	...	55 14 0	53 9 6
Glassary	...	...	126 12 0	263 5 9	...	...	...
Glenaray and Inveraray	...	11 9 5	89 0 0	204 0 0	...	...	...
Glenorchy	...	...	66 12 0	190 16 0	...	4 11 0	...
Inverchaolain	36 14 9	...	18 0 0	56 11 0	...	...	...
Kilbrandon and Kilchattan	...	...	99 12 0	244 11 0	...	...	...
Kilcalmonell	...	...	46 16 0	105 13 0	...	...	...
Kilchrenan and Dalavich	...	...	43 4 0	121 3 6	...	...	...
Kilfinan	43 13 6	...	183 12 0	417 19 6	...	12 1 0	...
Killean and Kilchenzie	...	1 7 0	111 12 0	293 4 0	...	...	17 0 0
Kilmartin	...	...	50 8 0	103 11 6	...	...	...
Kilmodan	...	...	33 0 0	89 8 10	...	...	...
Kilmore and Kilbride	17 12 8	...	33 0 0	114 3 0	...	...	...
Kilninver and Kilmelford	13 15 5	...	34 4 0	93 13 6	...	...	...
Lismore and Appin	247 4 5	7 1 2	191 8 0	452 7 6	..	1 9 0	...
Lochgilphead	456 12 0	...	293 8 0	692 2 0	...	15 5 0	...
Lochgoilhead	55 0 5	...	18 0 0	45 17 8	...	...	...
Morven	...	1 5 6	49 4 0	158 4 6	...	0 10 6	...
North Knapdale	...	...	62 8 0	160 3 0	...	...	...
Oban (B.)	...	23 17 6	304 4 0	633 14 6	...	45 18 0	159 16 8
Saddell and Skipness	...	...	117 0 0	252 7 6	...	...	...
Southend	...	...	49 16 0	134 4 0	...	...	...
South Knapdale	...	...	47 8 0	136 7 0	...	...	...
Stralachlan and Strachur	...	1 0 0	63 0 0	171 8 6	...	...	...
Strontian	22 8 10	...	51 12 0	123 12 6	...	...	...
Tarbert	...	...	258 12 0	656 11 6	...	27 0 0	...
Insular.							
Coll	...	...	35 8 0	92 2 0	...	...	...
Colonsay and Oronsay	1 14 3	...	31 4 0	84 11 6	...	...	...
Gigha and Cara	23 7 8	...	34 16 0	65 7 6	...	...	...
Jura	14 17 8	...	63 0 0	173 9 0	...	...	...
Kilchoman	...	...	231 12 0	422 7 0	...	...	...
Kildalton	31 3 10	...	181 4 0	408 3 0	...	...	...
Kilfinichen and Kilvicheon	83 0 0	...	159 0 0	323 19 10	8 16 0	...	...
Killarrow and Kilmeny	...	...	204 12 0	462 7 6	...	...	...
Kilninian and Kilmore	87 2 5	...	175 10 0	422 13 6	...	5 17 0	15 19 7
Salen	...	...	39 12 0	92 16 6	...	...	...
Towsay	82 8 10	...	36 12 0	109 2 6	...	...	...
Tyree	85 0 9	...	204 12 0	402 11 0	66 13 1	...	...
Total of Argyll	1,438 3 3	375 14 8	5,656 14 0	12,877 9 7	75 9 1	411 15 6	321 5 9

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
174 7 11	1/	...	...	...	2 2 0	...	...	34 0 0	481 11 5	241 0 1
625 0 0	7	...	...	...	...	...	0 7 5	...	896 10 11	30 17 9
...	...	...	...	73 9 4	...	...	...	0 12 0	221 3 10	...
...	...	...	...	81 17 11	...	...	...	...	212 14 5	70 18 3
427 16 7	1/2	...	...	...	1 2 4	...	...	0 2 0	770 6 11	280 18 8
1,400 0 0	11	...	176 7 8	...	0 2 9	8 0 0	...	8 15 0	4,503 16 0	647 18 7
380 0 0	5	...	...	...	...	...	...	11 0 0	946 15 8	...
62 10 0	5½	...	...	...	...	...	...	...	121 10 8	2 1 1
116 0 9	1/2	...	...	...	...	...	0 1 3	...	243 11 0	...
1,900 0 0	7	1,830 0 0	...	...	83 13 1	...	...	0 18 0	5,614 15 7	1,414 0 6
420 0 0	1/3	...	...	...	4 10 1	...	...	3 0 4	817 8 2	...
286 7 9	1/	...	14 16 4	...	...	...	0 5 2	20 0 0	625 18 8	102 14 11
380 0 0	7	...	...	...	...	...	...	...	641 19 0	169 19 11
129 4 9	6	...	...	...	...	...	0 4 10	...	240 15 4	11 12 2
480 0 0	1/9½	...	...	...	...	...	0 0 1	...	824 3 1	171 17 5
176 18 3	8	...	...	...	...	...	...	...	329 7 3	239 17 2
210 0 0	1/	...	...	22 6 3	...	...	...	3 0 0	399 13 9	16 14 7
298 10 0	5	...	...	...	5 2 4	...	1 5 10	...	962 4 2	...
342 10 4	6	...	...	15 0 6	...	...	0 6 4	3 0 0	784 0 2	5 17 2
140 0 0	6	...	2 15 6	...	...	...	...	3 3 11	299 18 11	28 9 5
135 7 2	9	...	...	...	...	...	0 3 2	2 14 2	260 13 4	30 18 11
283 0 0	6⅔	...	...	...	...	...	0 1 4	...	447 17 0	66 15 2
172 10 6	8½	300 0 0	...	...	...	...	0 3 10	*140 0 0	754 7 3	...
441 7 2	7	...	...	...	...	...	1 19 10	20 0 0	1,362 17 1	...
113 14 0	3	...	...	...	...	...	21 8 3	34 6 7	1,626 16 10	...
260 0 0	9	...	...	...	0 19 7	...	0 2 3	4 7 6	384 7 5	...
288 2 9	1/	...	...	...	...	...	...	...	497 7 3	...
377 12 0	1/10	...	...	...	...	...	...	0 17 3	601 0 3	133 1 4
800 0 0	6⅓	...	...	...	...	1 5 0	0 3 10	†30 0 0	1,998 19 6	328 14 9
419 8 8	1/	...	...	...	...	...	...	0 1 0	788 17 2	365 5 11
200 0 0	5	...	...	...	...	...	...	...	384 0 0	25 0 9
270 0 0	10	...	...	...	...	...	...	...	453 15 0	132 7 2
254 18 0	10	...	...	...	...	...	...	‡132 0 6	622 7 0	180 3 0
144 0 10	1/1	...	...	...	...	...	...	31 5 0	372 19 2	...
93 1 11	4	...	...	...	30 0 0	...	...	...	1,065 5 5	215 2 5
150 0 0	1/2	...	...	...	...	...	...	...	277 10 0	249 14 10
78 8 11	6½	...	...	...	...	...	...	...	195 18 8	...
62 5 0	9	...	...	...	...	...	0 3 11	8 15 0	194 15 1	...
153 12 3	7	...	...	...	...	...	0 6 6	...	405 5 5	...
457 8 10	10	497 0 0	...	...	...	...	...	35 0 0	1,643 7 10	222 16 4
319 0 5	8	...	...	...	...	1 0 0	...	30 6 0	970 17 3	...
263 5 3	1/	...	...	...	...	...	0 18 5	32 0 0	870 19 6	...
444 17 9	7	210 0 0	...	...	...	...	0 6 1	94 0 0	1,416 3 4	...
350 0 0	9	...	...	...	...	...	0 7 5	119 17 11	1,177 7 10	30 6 9
136 17 8	7	...	...	...	...	...	...	30 0 0	299 6 2	13 1 8
79 1 11	4½	...	...	...	...	...	0 5 10	20 0 0	327 11 1	...
248 17 6	1/2	...	...	...	3 18 2	...	0 1 6	...	1,011 14 0	54 16 6
14,946 4 10	...	2,837 0 0	193 19 6	192 14 0	131 10 4	10 5 0	29 3 1	853 2 2	40,350 10 9	5,483 3 2

* Sale of old School, £140. † Rents, £20. ‡ Legal expenses recovered £116, 2s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR.							
Alloway and Ayr (L.)	42 18 9	...	85 4 0	144 3 6	...	6 14 0	5 0 0
Ardrossan	548 8 10	...	652 4 0	1,123 1 6	...	44 2 0	5 0 0
Auchinleck	...	...	555 12 0	911 10 4	...	30 11 0	14 0 0
Ayr (B.)	80 17 3	499 8 6	1,755 12 0	2,948 11 9	...	272 5 0	...
Ballantrae	...	...	111 0 0	294 13 6	...	...	...
Barr	16 8 0	...	45 12 0	30 5 6	...	...	...
Beith	...	31 19 6	474 12 0	843 18 0	...	103 4 6	40 0 0
Colmonell	217 10 5	...	146 8 0	261 1 6	...	...	...
Coylton	26 8 1	...	248 8 0	362 5 0	...	...	5 0 0
Craigie	98 8 10	...	24 0 0	48 2 0	...	...	4 0 0
Crosshill	5 18 2	...	130 16 0	239 15 6	...	14 8 0	...
Dailly	74 0 8	0 3 4	130 4 0	231 18 6	...	...	...
Dalmellington	28 12 4	...	151 16 0	292 6 6	...	...	9 0 0
Dalry	432 12 9	...	450 0 0	766 8 11	...	40 11 0	10 0 0
Dalrymple	10 12 3	...	116 8 0	169 13 0	...	3 3 0	6 0 0
Dreghorn	140 12 3	...	420 0 0	652 19 0	...	27 7 6	10 0 0
Dundonald	128 11 0	...	396 0 0	597 10 0	...	...	12 0 0
Dunlop	...	...	83 8 0	131 14 6	...	...	6 0 0
Fenwick	106 0 6	...	66 0 0	140 10 0	...	...	6 0 0
Galston	...	...	459 12 0	807 8 9	...	...	27 0 0
Girvan (B.)	7 13 5	88 17 6	280 16 0	...	...	76 16 6	122 0 0
Girvan (L.)	...	...	199 4 0	351 1 0	...	...	...
Irvine (B.)	...	...	703 4 0	1,126 12 1	...	29 16 0	...
Irvine (L.)	...	...	81 12 0	135 12 6	...	3 19 6	...
Kilbirnie	...	...	442 16 0	982 6 6	37 4 11	49 19 6	40 0 0
Kilmarnock (B.)	1,024 17 4	1,351 2 10	2,122 4 0	3,757 12 7	...	699 7 6	...
Kilmarnock (L.)	59 12 2	...	226 16 0	359 19 6	...	4 13 0	10 0 0
Kilmaurs	...	...	425 8 0	700 6 6	...	12 0 0	20 0 0
Kilwinning	...	...	580 4 0	845 13 0	...	63 0 0	40 0 0
Auchintiber (Comb.)	...	...	29 8 0	98 0 0	...	...	...
Kirkmichael	51 11 8	...	49 16 0	78 11 6	...	...	...
Kirkoswald	13 9 2	...	143 11 0	182 0 0	...	3 0 0	...
Largs	488 11 5	...	260 8 0	473 19 0	...	...	12 0 0
Loudoun	...	...	423 12 0	703 1 3	...	38 8 4	20 0 0
Mauchline	5 19 0	...	237 0 0	401 9 8	...	15 9 0	...
Maybole	514 16 3	...	703 16 0	1,184 12 6	...	228 19 6	...
Monkton and Prestwick	257 14 10	...	165 12 0	259 7 6	...	...	9 0 0
Muirkirk	151 3 6	29 8 9	515 8 0	903 7 0	...	34 4 0	40 0 0
New Cumnock	325 15 4	...	404 8 0	596 6 0	...	14 4 6	12 0 0
Ochiltree	371 19 3	...	151 16 0	252 9 7	...	3 18 0	8 0 0
Old Cumnock	327 15 9	...	405 0 0	726 8 6	...	...	33 0 0
Riccarton	9 5 1	...	310 4 0	469 8 7	...	...	20 0 0
St. Quivox	60 6 10	...	96 12 0	176 12 0	...	...	5 0 0
Sorn	...	...	305 8 0	188 7 5	...	...	20 0 0
Stair	39 14 10	...	109 16 0	188 9 0	...	...	5 0 0
Stevenston	...	...	586 16 0	907 11 6	134 1 4	60 8 0	40 0 0
Stewarton	97 4 9	...	255 12 0	390 10 0	...	...	...
Straiton	97 7 9	0 10 10	98 8 0	167 8 6	...	...	...
Symington	...	0 11 0	37 4 0	...	...	5 1 6	3 0 0
Tarbolton	...	...	370 4 0	628 19 0	...	12 5 0	30 0 0
West Kilbride	...	...	175 4 0	301 17 0	...	...	7 19 6
Total of Ayr	5,862 18 5	2,002 2 3	17,490 3 0	28,535 7 5	171 6 3	1897 15 10	655 19 6

School Boards for the Year ended the 15th May 1893.—INCOME—*continued*.

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
264 9 5	4	...	...	...	...	...	...	...	548 9 8	...
950 0 0	4½	...	...	...	69 12 2	1 0 0	...	4 15 2	3,398 3 8	...
750 0 0	7	...	...	25 0 0	...	...	...‖	2 0 0	2,288 13 4	26 14 2
2,427 9 9	6	...	...	...	155 13 3	4 19 0	...	*58 9 2	8,203 5 8	...
375 10 4	8	...	20 0 0	...	...	...	...	8 8 0	809 11 10	113 5 11
255 10 1	5½	...	...	...	...	...	...	...	347 15 7	6 15 7
600 0 0	5½	...	...	...	...	5 10 0	...	14 14 10	2,113 18 10	69 12 11
420 0 0	5½	...	22 6 4	...	...	...	1 4 9	0 0 1	1,068 11 1	...
437 5 11	8	...	...	...	...	...	...	...	1,079 7 0	17 0 9
148 1 7	3½	...	...	...	...	...	0 8 2	...	323 0 7	...
191 19 2	6½	...	...	...	...	...	...	...	582 16 10	...
320 0 0	6	...	...	...	...	...	...	...	756 6 6	...
388 7 0	6½	...	...	...	33 7 7	...	...	...	903 9 5	50 16 9
700 0 0	3¾	...	...	...	...	...	1 18 9	...	2,401 11 5	...
229 18 4	4½	...	7 10 0	44 7 5	...	...	...	2 5 6	589 17 6	...
503 3 1	6	...	...	...	46 13 6	...	...	0 5 4	1,801 0 8	...
600 0 0	4	...	...	...	...	...	...	4 6 6	1,738 7 6	...
350 0 0	5½	...	...	...	...	...	...	...	571 2 6	...
243 19 11	4	...	...	...	18 6 5	...	...	3 19 0	584 15 10	...
607 4 1	5	...	110 0 0	...	...	...	...	9 18 0	2,021 2 10	194 1 6
210 0 0	6	...	...	...	...	0 2 6	...	0 10 0	786 15 11	674 15 11
350 0 0	6½	...	27 10 0	...	...	...	0 6 9	...	928 1 9	15 10 4
833 5 0	9	1,500 0 0	...	...	52 4 10	...	...	39 1 4	4,284 3 3	268 12 10
220 0 0	4½	...	...	...	...	...	...	...	441 4 0	...
339 11 6	4¼	...	...	39 11 11	91 10 4	...	0 2 0	†34 6 6	2,057 9 2	492 0 6
2,013 8 2	6	...	8 0 0	...	252 0 9	4 5 0	4 16 3	‡77 1 2	11,314 15 7	...
500 0 0	5⅝	...	...	...	...	1 0 0	0 13 6	...	1,162 14 2	...
550 0 0	7	...	37 16 2	...	...	...	...	2 6 10	1,747 17 6	58 14 1
1,100 0 0	7⅞	...	1 0 4	...	94 1 6	...	...	...	2,723 18 10	935 10 4
...	...	...	...	86 15 6	...	...	...	...	214 3 6	...
179 3 11	5	...	...	...	...	...	...	...	359 3 1	...
277 1 10	6	...	...	...	...	...	...	0 15 0	619 17 0	39 7 2
900 0 0	6	2,000 0 0	130 10 10	...	0 6 2	...	5 1 8	§1680 2 8	5,950 19 9	...
550 0 0	5	...	...	...	32 0 0	...	...	‖205 3 0	1,972 4 7	139 9 11
380 0 0	6	...	40 0 0	...	...	...	0 19 4	...	1,080 17 0	34 19 11
785 19 11	6	...	...	...	12 3 0	...	...	5 10 0	3,435 17 2	...
300 0 0	4½	...	...	...	...	...	1 1 8	12 10 0	1,005 6 0	...
950 13 2	8⅜	...	...	...	...	...	...	22 15 0	2,646 19 5	128 6 0
700 0 0	5½	...	...	...	...	1 0 0	1 0 3	9 4 3	2,063 18 4	...
200 0 0	4½	...	6 0 3	...	...	...	1 11 7	10 0 0	1,005 5 8	...
800 0 0	9	...	...	...	...	...	1 19 1	10 0 0	2,304 3 4	...
443 11 8	4¾	...	15 19 11	...	...	5 2 6	1 9 4	9 5 0	1,284 6 1	254 10 1
225 4 10	5	100 0 0	...	...	...	...	...	...	663 15 8	...
326 2 11	3½	...	31 0 10	...	...	...	...	12 2 11	883 2 1	805 14 0
96 12 11	2	...	...	...	...	...	1 0 2	...	440 12 11	...
656 0 11	8	...	...	...	...	14 16 0	...	9 0 0	2,408 13 9	474 18 7
550 0 0	5½	...	...	...	...	...	2 18 3	1 6 7	1,297 11 7	...
297 5 6	6	...	...	7 0 5	11 9 11	...	...	0 10 0	680 0 11	...
170 14 11	8	...	...	...	...	...	...	...	216 11 5	121 8 11
366 1 2	4½	...	...	...	...	...	...	1 0 0	1,408 9 2	160 2 4
310 0 0	3½	...	...	...	6 4 0	...	...	...	801 4 6	...
26,343 17 0	...	3,600 0 0	457 14 8	202 15 3	875 13 5	37 15 0	26 11 6	2,251 11 10	90,321 11 4	5,082 8 6

* Rents, £54. † Rents, £23, 12s. ‡ Rents, £49. § From Sale of Buildings, £1645.
‖ From Galston and Loudoun Educational Trust, £200.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.							
Aberlour	46 16 9	15 18 8	150 12 0	...	...	...	...
Alvah	17 5 2	...	108 12 0	121 11 0	...	...	5 0 0
Banff (B.)	...	59 9 6	368 8 0	689 15 6	108 18 1	...	...
Banff (L.)	57 13 8	...	73 4 0	178 0 6	...	...	5 0 0
Boharm	130 10 4	...	115 16 0	170 18 6	...	...	5 0 0
Botriphnie	201 8 0	...	46 16 0	86 1 0	...	...	...
Boyndie	47 19 8	...	219 12 0	340 10 0	39 19 4	...	5 0 0
Cabrach	17 12 6	...	40 16 0	62 14 5	...	...	...
Cullen	...	...	232 4 0	403 4 6	94 9 11	...	...
Deskford	24 12 3	...	58 4 0	100 18 0	...	...	...
Enzie	135 17 2	...	225 12 0	381 10 6	...	29 7 6	...
Fordyce	...	...	465 12 0	866 6 9	63 14 2	42 2 0	...
Forglen	96 15 2	0 9 0	67 4 0	115 19 0	...	...	...
Gamrie	...	71 16 8	651 0 0	1,149 1 1	152 1 2	...	...
Glenrinnes	27 11 6	...	40 16 0	167 12 6	9 2 11	...	...
Grange	152 14 7	...	134 8 0	194 19 6	...	...	...
Inveravon	18 11 1	3 2 0	133 16 0	167 18 0	...	...	...
Inverkeithny	...	...	67 16 0	97 11 0	...	...	...
Keith	681 10 10	74 9 5	654 12 0	1,208 3 0	162 7 4	47 15 9	7 7 9
Kirkmichael	...	...	39 12 0	81 14 6	...	...	...
Marnoch	21 17 5	...	261 12 0	380 6 6	2 5 0	...	...
Mortlach	291 5 11	...	231 0 0	408 11 6	32 4 3	7 2 4	...
Ordiquhill	15 9 9	...	33 0 0	100 8 0	...	...	...
Rathven	113 15 6	...	826 16 0	1,376 1 0	260 19 6	44 15 0	17 14 5
Rothiemay	343 14 9	...	135 0 0	190 5 3	19 5 3	...	5 0 0
Total of Banff	2,443 2 0	225 5 3	5,382 0 0	9,040 1 6	945 6 11	171 2 7	50 2 2
BERWICK.							
Abbey St Bathans	44 13 8	...	24 0 0	53 9 6	...	...	...
Ayton	...	...	151 4 0	225 15 6	...	...	...
Bunkle and Preston	1 3 5	...	33 12 0	59 5 6	...	...	...
Channelkirk	39 17 6	...	54 0 0	82 16 6	...	...	...
Chirnside	...	...	138 0 0	250 9 0	...	...	...
Cockburnspath	...	...	73 16 0	115 17 6	...	...	...
Coldingham	11 3 2	...	269 8 0	444 3 0	...	...	...
Coldstream	2 18 2	21 10 6	184 4 0	304 9 0	...	...	...
Cranshaws	...	...	15 12 0	41 8 6	...	...	...
Duns	16 1 3	...	213 0 0	372 18 6	...	...	...
Earlston	...	...	148 4 0	256 6 2	...	...	...
Eccles	82 19 3	...	126 12 0	201 4 0	...	...	...
Edrom	1 15 9	4 10 3	102 0 0	165 15 6	...	...	...
Eyemouth	98 7 3	...	270 0 0	393 15 0	72 4 6	12 0 0	...
Fogo	...	...	30 12 0	127 7 6	...	...	...
Foulden	1 12 4	...	28 4 0	46 14 0	...	...	...
Gordon	...	...	90 0 0	192 13 1	...	...	4 16 6
Greenlaw	62 15 0	...	91 4 0	146 17 6	...	...	...
Hume and Stitchell	57 3 10	...	66 12 0	116 10 0	...	...	...
Hutton	...	...	73 4 0	117 3 0	...	...	...
Ladykirk	...	0 10 0	38 8 0	62 6 6	...	...	...
Langton	2 11 3	...	40 16 0	74 16 0	...	...	...
Lauder	128 18 8	...	133 4 0	260 17 0	...	...	...
Legerwood	121 16 6	...	25 4 0	76 18 6	...	...	...
Longformacus	7 17 6	...	10 16 0	32 0 0	...	...	...
Mertoun	49 0 10	...	40 16 0	75 17 0	...	...	...
Mordington	...	...	24 0 0	92 19 0	...	...	...
Nenthorn	7 12 8	...	25 4 0	48 8 0	...	...	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
230 0 0	6	...	38 8 6	...	...	...	...	...	481 15 11	231 12 8
300 0 0	7½	120 0 0	38 8 6	...	...	...	...	...	710 16 8	33 17 5
240 0 0	8	...	111 11 10	...	...	...	0 11 10	*68 13 5	1,647 8 2	515 2 11
198 3 1	7	...	...	...	...	...	...	...	512 1 3	...
280 0 0	10	...	21 14 0	...	...	...	...	1 2 0	725 0 10	...
145 0 0	7	...	35 1 7	6 13 1	...	...	0 18 3	...	521 17 11	...
300 0 0	10	...	38 8 6	...	...	...	0 14 9	...	992 4 3	...
180 0 0	1/3	...	...	...	...	...	...	3 11 10	304 14 9	...
250 0 0	1/1	...	34 18 0	...	...	3 7 6	...	6 4 9	1,024 8 8	216 18 5
199 0 6	1/	...	29 17 8	...	...	...	...	2 11 9	415 4 2	...
250 13 9	8	...	23 0 8	...	4 1 9	...	...	10 0 0	1,060 3 4	...
850 0 0	1/	153 0 0	176 17 0	...	...	...	0 19 4	†43 0 0	2,661 11 3	73 8 9
176 5 11	9½	...	37 15 2	...	...	...	...	...	494 8 3	...
619 19 6	8	880 0 0	31 11 8	...	...	1 0 0	...	4 5 11	3,560 16 0	381 13 7
69 6 5	1/1	...	26 7 7	...	...	...	1 1 6	...	341 18 5	...
268 12 0	8	...	24 18 4	...	...	...	0 11 8	1 10 0	777 14 1	...
400 0 0	1/	...	74 6 10	...	...	...	...	...	797 13 11	16 4 11
200 0 0	10	...	31 5 0	...	0 17 8	...	...	...	397 0 8	17 4 2
550 0 0	6	...	55 11 1	...	...	...	0 7 10	‡292 13 4	3,734 18 4	...
150 0 0	7	...	35 3 2	...	...	...	...	30 0 0	336 9 8	77 5 3
390 0 0	9	...	23 5 0	24 12 7	...	...	...	...	1,103 18 6	...
280 0 0	7½	...	38 12 4	...	...	...	...	3 17 2	1,292 13 6	...
110 0 0	8½	...	...	...	...	...	...	...	258 17 9	...
1,000 0 0	11¼	1,364 0 0	82 0 0	...	...	10 10 0	...	25 12 6	5,122 3 11	...
180 0 0	0	...	39 18 7	...	...	...	1 19 8	3 0 6	918 4 0	...
7,817 1 2	...	2,517 0 0	1,049 1 0	31 5 8	4 19 5	14 17 6	7 4 10	496 3 2	30,194 13 2	1,563 8 1
86 0 3	9	...	0 17 9	...	2 7 10	...	0 2 6	3 10 0	215 1 6	...
350 0 0	7	...	...	...	...	...	...	10 4 5	737 3 11	34 14 5
164 4 10	4½	...	...	...	...	...	0 0 3	...	258 6 0	...
135 0 0	5	...	...	...	...	...	...	...	311 14 0	...
175 0 0	4	...	...	...	...	...	...	...	563 9 0	98 7 10
250 0 0	6½	...	...	...	...	...	...	...	439 13 6	19 7 6
700 0 0	7½	2,100 0 0	...	...	...	...	...	2 5 0	3,526 19 2	...
430 0 0	6	...	...	...	...	0 15 0	0 2 1	§25 0 0	968 18 9	...
77 2 5	9	...	...	3 0 0	...	...	...	0 18 0	138 0 11	4 10 5
600 0 0	7	...	...	...	20 12 1	...	...	1 8 2	1,224 0 0	...
233 15 10	5	...	...	35 5 6	...	...	0 4 10	19 17 9	693 14 1	...
320 17 4	4	...	...	...	...	...	...	4 11 11	736 4 6	...
310 13 8	5	...	...	...	...	...	0 1 0	...	584 16 2	...
120 0 0	4½	...	...	...	...	...	0 6 5	17 9 9	984 2 11	...
159 14 3	7½	...	...	...	...	...	...	...	317 13 9	18 7 9
97 0 8	6	...	...	...	...	...	...	...	173 11 0	...
130 0 0	3	...	...	...	...	...	0 9 8	6 0 11	424 0 2	...
220 0 0	5	...	...	...	2 14 2	...	...	...	523 10 8	...
178 11 6	6	...	...	...	...	...	...	...	418 17 4	...
188 15 0	6	...	...	...	...	...	...	...	379 2 0	...
119 18 8	6	...	...	...	...	...	0 0 4	1 16 6	223 0 0	...
165 8 7	6½	...	...	...	7 11 7	...	...	1 0 0	292 3 5	...
400 0 0	7	...	...	...	...	...	1 1 6	5 17 10	929 19 0	...
47 0 10	2	...	...	...	...	...	0 12 7	...	271 12 5	...
85 0 0	4½	...	...	...	...	...	0 1 0	...	135 14 6	...
72 8 7	2½	...	...	...	...	...	0 5 4	...	238 7 9	...
133 10 8	7½	...	...	...	...	...	0 2 8	...	250 12 4	...
80 0 0	5¼	...	...	...	...	...	...	...	161 4 8	...

* From Educational Trust, £58, 5s. 8d. † Rents, £43. ‡ Damage by Fire, £274, 19s. 10d. § Rents, £25.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(*a*) Annual Grants.	(*b*) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BERWICK.—*contd.*							
Polwarth	0 9 8	...	18 12 0	33 6 6	...	...	...
Swinton	18 16 5	...	67 4 0	106 11 0	...	...	...
Westruther	...	...	32 8 0	53 14 6	...	...	...
Whitsome	...	...	51 12 0	82 14 6	...	...	...
Total of Berwick	757 14 1	26 10 9	2,691 12 0	4,715 6 9	72 4 6	12 0 0	4 16 6
BUTE.							
Cumbrae	...	...	135 12 0	209 2 0	...	7 17 0	...
Kilbride	250 16 7	...	87 0 0	160 6 0	...	5 0 0	...
Kilmory	106 9 9	0 15 0	144 0 0	293 8 0	...	...	...
Kingarth	...	...	75 12 0	148 3 6	...	...	...
North Bute and Rothesay (L.	...	...	93 12 0	176 11 0	...	...	...
Rothesay (B.)	...	457 12 1	610 4 0	1,141 16 6	...	49 6 0	...
Total of Bute	357 6 4	458 7 1	1,146 0 0	2,129 7 0	...	62 3 0	...
CAITHNESS.							
Bower	...	...	131 8 0	304 10 0	...	3 14 0	...
Canisbay	...	...	172 16 0	325 5 0	...	5 0 0	...
Dunnet	57 7 11	0 17 0	136 16 0	242 8 9	...	...	...
Halkirk	159 15 3	...	262 4 0	540 0 0	...	...	...
Keiss	254 6 5	...	123 12 0	237 3 6	45 18 10	7 13 0	...
Latheron	497 8 7	...	436 16 0	814 15 0	83 14 9	...	...
Olrig	196 9 10	...	103 16 0	229 14 5	...	3 12 0	...
Murkle (Comb.)	43 11 8	...	51 12 0	116 1 5	...	...	...
Reay	53 6 3	...	90 12 0	246 0 5	...	...	...
Thurso	844 10 3	162 3 0	449 8 0	987 11 4	...	8 13 6	...
Watten	241 0 0	...	108 0 0	215 13 0	...	...	...
Wick (B.)	619 2 11	...	634 4 0	1,082 11 6	264 11 9	26 6 0	...
Wick (L.)	...	...	420 12 0	832 14 1	...	13 7 0	...
Total of Caithness	2,966 19 1	163 0 0	3,121 16 0	6,174 8 5	394 5 4	68 5 6	...
CLACKMANNAN.							
Alloa (B.)	...	177 14 4	788 8 0	1,482 17 8	...	92 5 0	...
Alloa (L.)	44 19 9	...	450 12 0	767 17 5	...	...	...
Alva	...	...	570 0 0	830 1 6	...	75 2 6	...
Clackmannan	159 15 4	...	271 4 0	489 17 2	...	...	...
Dollar	2 2 6	...	141 6 0	226 9 4	...	5 3 6	...
Tillicoultry	285 16 7	5 6 0	527 8 0	914 0 6	...	34 6 6	...
Total of Clackmannan	492 14 2	183 0 4	2,748 18 0	4,711 3 7	...	206 17 6	...
DUMBARTON.							
Arrochar	84 16 8	...	35 8 0	75 2 6	...	...	...
Bonhill	...	9 13 5	1,065 0 0	1,813 3 7	99 10 2	86 12 6	...
Cardross	...	13 4 0	465 0 0	867 0 0	...	23 12 6	...
Cumbernauld	...	...	271 4 0	495 3 0	...	15 14 0	...
Dumbarton (B.)	...	976 7 8	1,413 12 0	2,563 10 9	...	171 8 6	...
Dumbarton (L.)	179 1 7	...	* ...	...	...	...	...
Kilmaronock	...	...	43 4 0	73 1 6	...	...	...
Kirkintilloch (B.)	...	...	751 4 0	1,167 13 6	187 9 8	28 4 6	...
Lenzie (Comb.)	...	607 12 0	...	195 9 0	...	71 19 0	...
Kirkintilloch (L.)	...	...	204 0 0	364 10 6	...	11 12 0	...
Condorrat (Comb.)	...	...	83 8 0	130 14 0	...	4 8 6	...
Luss	...	...	30 0 0	49 5 0	...	...	...
New Kilpatrick	...	...	639 12 0	1,592 13 11	...	59 14 8	...
Old Kilpatrick	...	84 2 1	1,251 12 0	2,286 7 1	...	295 6 2	...
Roseneath	...	...	108 2 0	177 15 6	...	5 5 6	...
Row	315 16 9	440 14 0	609 12 0	1,149 6 11	...	86 10 6	...
Total of Dumbarton	579 15 0	2,131 13 2	6,970 18 0	13,000 16 9	286 19 10	860 8 4	...

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
69 4 5	6½	...	...	...	...	...	...	...	121 12 7	...
208 3 3	7	...	...	...	...	...	0 9 9	...	401 4 5	...
110 0 0	4	...	...	...	...	...	...	...	196 2 6	45 0 6
220 0 0	9	...	...	...	...	...	...	...	354 6 6	...
6,637 10 9	...	2,100 0 0	0 17 9	38 5 6	33 5 8	0 15 0	3 19 11	100 0 3	17,194 19 5	220 8 5
179 2 2	2½	...	...	...	33 2 1	...	0 5 11	...	565 1 2	...
320 0 0	7	...	...	...	...	...	2 14 8	...	825 17 3	...
390 0 0	6½	...	...	35 18 10	...	...	0 11 3	...	971 2 10	...
350 0 0	9	950 0 0	...	...	...	...	...	...	1,523 15 6	...
268 4 9	5	...	...	...	...	...	0 6 8	1 16 6	540 10 11	...
940 0 0	4	...	123 14 0	...	...	0 17 6	...	7 10 0	3,331 0 1	637 18 1
2,447 6 11	...	950 0 0	123 14 0	35 18 10	33 2 1	0 17 6	3 18 6	9 6 6	7,757 7 9	637 18 1
333 15 7	9	...	...	12 8 0	...	...	...	...	785 15 7	66 15 7
375 0 0	1/8	225 0 0	...	...	...	...	0 0 9	...	1,103 1 9	...
205 18 7	9	...	...	...	...	...	...	...	643 8 3	...
550 0 0	8	...	...	15 10 4	...	...	...	...	1,527 9 7	124 7 0
194 0 1	1/7	...	7 15 0	...	...	...	1 12 9	30 0 0	902 1 7	...
1,062 10 0	1/4	360 0 0	...	...	...	...	6 9 8	36 3 5	3,297 17 5	...
200 0 0	7	...	...	...	...	...	...	...	733 12 3	...
...	...	...	...	10 11 0	...	...	0 3 0	...	221 19 1	...
250 0 0	7	...	...	...	...	...	0 6 2	*87 12 3	727 17 1	30 18 1
670 0 0	8	...	106 3 4	...	...	3 11 0	1 4 1	61 0 0	3,294 4 6	350 18 2
220 3 7	6	...	...	...	...	...	1 12 9	1 0 0	787 9 4	...
625 10 10	1/1	695 0 0	...	...	...	...	28 3 1	†42 5 4	4,017 15 5	554 19 7
788 14 5	8½	...	...	...	...	...	...	6 0 0	2,061 7 6	605 6 6
5,475 13 1	...	1,280 0 0	113 18 4	38 9 4	...	3 11 0	39 12 3	264 1 0	20,103 19 4	1,733 4 11
1,250 0 0	8	2,250 0 0	...	...	59 0 0	...	...	39 5 6	6,139 10 6	...
650 0 0	7	900 0 0	...	...	...	...	...	24 0 0	2,837 9 2	...
700 0 0	9	1,100 0 0	...	...	...	...	...	14 5 11	3,289 9 11	589 17 10
250 0 0	4	...	...	...	...	...	0 9 5	...	1,171 5 11	...
230 0 0	7	...	40 11 1	...	...	...	0 15 9	...	646 8 2	...
350 0 0	5	...	...	...	117 13 5	...	0 0 4	‡48 15 0	2,283 6 4	...
3,430 0 0	...	4,250 0 0	40 11 1	...	176 13 5	...	1 5 6	126 6 5	16,367 10 0	589 17 10
175 3 11	9	...	...	...	...	...	0 11 2	0 5 0	371 7 3	...
1,350 0 0	7⅓	...	...	...	...	3 15 0	...	15 0 0	4,442 14 8	383 1 3
1,153 0 0	10	...	8 19 9	...	...	1 10 0	...	4 1 0	2,536 7 3	238 8 9
671 13 7	8	...	...	...	...	1 2 6	...	8 11 4	1,463 8 5	187 19 8
2,023 6 0	9	1,200 0 0	100 0 0	84 12 2	...	0 10 0	...	§30 4 4	8,563 11 5	712 16 8
67 1 11	3	...	...	...	...	...	0 18 0	...	247 1 6	...
276 8 1	6	...	...	...	...	...	...	...	392 13 7	28 19 8
1,300 0 0	1/1	650 0 0	...	...	...	...	0 10 4	22 19 1	4,108 1 1	...
...	...	...	...	569 2 6	...	...	...	‖ 74 0 0	1,518 2 6	287 16 6
600 0 0	6½	...	...	...	...	...	...	...	1,180 2 6	174 17 5
...	...	...	...	150 0 0	...	...	...	...	368 10 6	101 12 10
150 0 0	6	...	...	3 9 10	...	...	...	...	232 14 10	35 11 2
2,000 0 0	9½	...	1 12 6	...	...	...	0 4 0	¶51 15 4	4,345 12 5	...
3,750 0 0	1/1	...	...	...	81 9 7	7 0 0	...	**733 10 10	8,489 7 9	94 2 3
476 1 2	6	...	...	...	...	...	...	1 10 0	768 14 2	44 15 11
1,790 0 0	6⅜	...	34 2 6	...	...	...	1 8 0	8 15 0	4,436 5 8	...
15,782 14 8	...	1,850 0 0	144 14 9	807 4 6	81 9 7	13 17 6	3 11 6	950 11 11	43,464 15 6	2,290 2 1

* Under Boundary Commissioners Award, £82, 15s. 9d. † Rents, £37, 10s. 8d. ‡ Rents, £30.
§ School Pence, £23, 15s. 8d. ‖ Rents, £17, 17s. 6d. ¶ Rents, £51, 7s. 10d.
** Sale of Buildings, £660; Rents, £45, 6s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES.							
Annan (including B.)	245 4 0	168 16 10	474 0 0	794 5 7	...	20 6 0	6 5 0
Applegirth and Sibbaldbie	17 7 8	...	63 12 0	100 7 6	...	...	...
Brydekirk	27 17 1	...	60 12 0	87 10 0	...	...	...
Caerlaverock	264 4 8	...	106 4 0	183 3 6	...	...	6 2 6
Canonbie	...	...	222 0 0	384 6 6	...	...	3 12 6
Closeburn	47 14 8	...	58 4 0	71 8 0	...	...	...
Cummertrees	15 0 8	0 1 3	67 16 0	118 12 0	...	...	...
Dalton	9 4 7	...	42 12 0	84 15 6	...	...	1 5 0
Dornock	...	...	66 12 0	123 7 0	...	...	2 14 0
Dryfesdale	47 2 0	...	310 4 0	593 7 0	...	85 1 8	19 14 6
Dumfries (B.)	...	2 12 0	725 8 0	1,306 19 0	...	126 16 6	5 2 6
Dumfries (L.)	...	...	435 12 0	693 13 7	...	13 12 6	20 7 6
Dunscore	21 19 6	...	111 12 0	194 3 6	...	1 3 0	5 12 6
Durrisdeer	7 14 6	...	73 4 0	135 0 0	...	...	...
Eskdalemuir	249 17 11	...	30 12 0	78 11 6	...	...	...
Ewes	...	...	28 16 0	57 16 0	...	...	...
Glencairn	...	...	147 12 0	278 0 6	...	...	3 2 0
Gretna	...	...	125 8 0	196 18 0	...	...	...
Halfmorton	37 11 11	...	42 0 0	64 2 0	...	...	...
Hoddam	16 13 4	...	126 12 0	221 18 6	...	...	2 0 0
Holywood	16 19 9	...	102 0 0	191 10 6	...	...	3 15 0
Hutton and Corrie	13 2 2	3 9 10	73 4 0	136 6 0	...	...	...
Johnstone	7 18 11	10 16 1	97 16 0	147 11 6	...	...	...
Keir	5 2 11	...	45 0 0	89 15 0	...	...	...
Kirkconnel	5 1 9	...	105 0 0	189 0 6	...	...	...
Kirkmahoe	46 15 10	...	102 0 0	159 11 0	...	...	...
Kirkmichael	...	...	75 0 0	120 4 6	...	2 2 0	0 17 6
Kirkpatrick-Fleming	...	...	114 12 0	185 14 0	...	...	...
Kirkpatrick-Juxta	...	...	56 8 0	106 8 0	...	...	1 2 6
Langholm	34 15 10	...	374 8 0	704 14 9	48 17 6	20 1 0	47 15 0
Lochmaben (including B.)	...	...	222 0 0	357 7 0	...	7 7 6	...
Middlebie	9 14 6	...	70 4 0	107 10 0	...	...	...
Moffat	...	65 15 1	222 0 0	381 13 0	...	21 12 0	...
Morton	52 14 0	...	133 4 0	213 9 6	...	...	...
Mouswald	...	...	36 12 0	58 7 6	...	...	1 15 0
Penpont	57 11 1	...	106 4 0	200 13 0	...	...	3 0 0
Ruthwell	...	...	55 4 0	99 2 0	...	...	1 10 0
St. Mungo	...	...	66 12 0	111 9 0	...	...	...
Sanquhar (including B.)	...	5 4 6	164 8 0	285 14 0	...	16 0 0	...
Tinwald	58 4 10	...	88 4 0	159 8 6	...	...	...
Torthorwald	...	...	91 4 0	158 18 6	...	5 6 0	2 10 0
Tundergarth	2 12 9	3 15 0	43 16 0	82 4 0	...	...	...
Tynron	...	...	33 0 0	83 14 6	...	...	0 17 6
Wamphray	...	...	44 8 0	70 2 6	...	...	1 7 6
Westerkirk	8 4 7	1 5 8	33 0 0	69 0 6	...	2 2 0	...
Total of Dumfries	1,326 11 5	261 16 3	5,874 0 0	10,237 14 5	48 17 6	321 10 2	140 8 0
EDINBURGH.							
Borthwick	110 7 11	...	72 0 0	115 13 6	...	...	...
Carrington	19 0 6	...	32 8 0	56 10 6	...	...	...
Cockpen	...	...	159 12 0	532 17 6	...	...	...
Colinton	535 9 4	...	367 4 0	579 12 6	...	3 16 6	...
Corstorphine	101 13 3	...	142 16 0	220 17 6	...	10 8 0	...
Cramond	...	...	330 12 0	524 3 6	...	10 0 6	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
440 0 0	4	...	119 0 0	...	...	2 19 6	...	...	2,270 16 11	...
200 0 0	4	...	...	...	...	...	0 4 2	...	381 11 4	...
78 13 10	5	250 0 0	...	...	...	...	0 4 6	0 11 5	505 8 10	...
100 0 0	3½	900 0 0	250 0 0	...	...	...	0 14 1	...	1,810 8 9	...
580 0 0	11	...	...	...	...	...	...	...	1,189 19 0	...
204 11 2	3¼	...	...	...	...	...	0 3 7	...	382 1 5	...
282 11 10	8	300 0 0	...	...	...	...	0 8 2	...	784 9 11	...
75 0 0	3½	...	...	...	...	...	...	1 0 0	213 17 1	16 15 5
210 0 0	9	...	...	...	...	...	...	1 19 0	404 12 0	37 7 9
		...								
525 0 0	6½	...	...	...	...	1 1 0	...	20 15 0	1,602 5 2	...
1,635 0 0	8	...	...	...	111 12 10	2 15 0	...	11 4 0	3,927 9 10	876 3 4
859 10 8	10½	720 0 0	...	...	7 13 8	...	...	16 0 0	2,766 9 11	236 2 11
300 0 0	6	...	21 8 8	...	...	...	0 4 7	...	656 3 9	...
280 0 0	7½	...	3 9 6	...	...	...	...	...	499 8 0	...
200 0 0	6	...	...	...	...	...	1 12 7	...	560 14 0	...
140 0 0	6	...	...	...	...	...	...	...	226 12 0	5 9 8
386 18 7	6	...	...	6 7 6	...	...	...	*50 0 0	872 0 7	93 13 2
308 14 0	7½	...	...	...	...	...	0 1 4	40 0 0	671 1 4	...
130 0 0	9	...	...	...	...	...	...	...	273 13 11	...
160 0 0	4	...	...	...	...	...	...	...	527 3 10	...
250 0 0	6	...	...	...	...	...	0 2 0	0 9 6	564 16 9	...
304 16 2	6½	...	...	...	...	...	...	...	530 18 2	...
230 0 0	8	...	...	...	...	...	...	20 15 0	514 17 6	...
235 0 0	9	...	...	...	...	...	...	4 7 6	379 5 5	...
240 18 8	6½	...	...	10 0 0	...	...	0 15 0	0 12 8	551 8 7	...
260 0 0	5	...	...	...	...	...	0 4 3	1 0 0	569 11 1	...
190 0 0	5	...	...	...	...	...	...	...	388 4 0	19 11 7
250 0 0	5	...	...	...	...	...	...	0 3 6	650 9 6	136 2 10
250 0 0	4½	...	3 13 0	...	...	...	...	...	417 11 6	153 0 10
430 0 0	7½	...	...	...	43 14 2	...	0 18 6	11 6 6	1,716 11 3	86 12 9
500 0 0	8	...	...	...	...	...	...	...	1,086 14 6	124 15 6
215 0 0	3½	...	...	...	...	...	0 1 6	2 10 0	405 0 0	6 11 2
610 0 0	4½	...	37 17 11	3 15 9	13 10 6	...	...	...	1,356 4 3	269 11 10
170 0 0	4½	...	3 15 0	1 9 6	...	...	0 5 1	4 10 0	579 7 1	25 15 0
150 1 10	7	...	...	...	...	...	...	...	246 16 4	14 9 2
177 3 7	2½	...	1 19 0	...	...	...	0 12 3	...	547 2 11	...
170 0 0	6	...	...	...	...	...	...	...	325 16 0	19 18 3
244 4 10	8½	...	...	...	...	...	...	1 12 1	423 17 11	115 18 9
454 13 9	8	...	56 8 7	...	...	...	1 7 10	20 10 0	1,004 6 8	133 15 11
170 0 0	4½	...	...	...	...	...	0 5 1	16 16 6	492 18 11	...
268 18 4	10	...	2 6 8	...	3 0 0	...	...	...	532 3 6	103 6 11
123 8 1	4	...	...	...	...	...	...	...	255 15 10	...
134 5 7	6	...	90 17 4	...	...	...	...	10 0 0	352 14 11	...
112 16 0	4	...	18 0 0	...	...	...	...	...	246 14 0	...
176 0 0	7½	...	...	...	...	...	0 0 3	...	289 13 0	39 18 3
13,413 6 11		2,170 0 0	608 15 8	21 12 9	179 11 2	6 15 6	8 4 9	236 2 8	34,855 7 2	2,515 1 0
168 9 11	3	...	...	...	...	...	1 0 0	...	466 12 4	...
120 4 7	5	...	...	...	...	...	0 4 4	...	228 7 11	...
470 17 8	9	...	...	...	...	...	0 12 9	...	1,163 19 11	...
1,135 0 0	9¾	845 0 0	0 9 9	...	...	...	3 13 9	19 11 0	3,489 16 10	...
300 0 0	3½	...	2 5 4	...	...	...	0 2 9	5 6 2	783 9 0	...
900 0 0	8¾	...	3 2 9	...	...	...	...	...	1,767 13 9	...

* Price of old School, £45.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*							
Cranston	...	...	106 16 0	169 3 0	...	...	...
Crichton	3 1 9	1 18 0	80 8 0	118 14 0	...	...	...
Currie	...	...	206 8 0	455 11 6	...	...	...
Dalkeith (B.)	...	...	385 4 0	571 15 0	...	13 3 6	...
Dalkeith (L.)	...	3 7 0	105 12 0	180 10 0	...	...	...
Duddingston (L.)	68 17 10	...	38 8 0	56 2 6	...	...	21 10 0
Edinburgh (City)	2,160 15 0	111 9 8	12,999 7 0	23,736 14 0	...	868 16 6	750 0 0
Edinburgh (St. Cuthberts and Dean)	922 14 5	...	943 0 0	1,306 14 0	...	56 0 0	48 15 8
Fala and Soutra	...	...	28 16 0	118 16 0	...	...	...
Glencorse	5 12 6	...	99 12 0	134 1 0	...	...	...
Heriot	21 8 7	...	42 12 0	82 10 0	...	...	...
Inveresk (L.)	204 4 0	...	35 7 0	40 5 0	...	...	...
Kirknewton and East Calder	...	...	338 8 0	567 3 9	...	...	...
Lasswade	1,456 15 1	...	894 0 0	1,563 17 0	...	19 2 6	...
Leith (B.)	11,924 16 4	868 10 2	4,919 19 0	8,792 3 0	...	532 17 9	...
Leith, South (L.)	180 6 1	...	142 4 0	231 14 6	...	...	16 1 9
Liberton	397 1 9	...	428 8 0	693 13 6	...	...	...
Mid-Calder	...	...	318 0 0	526 10 10	...	...	23 0 5
Musselburgh (B.)	153 6 9	186 8 0	770 8 0	1,181 12 6	101 14 11	...	...
Newbattle	523 17 11	...	302 8 0	516 7 6	58 13 1	5 3 0	...
Newton	187 9 8	...	108 12 0	174 19 6	...	...	...
Penicuik	...	...	377 8 0	630 7 6	...	...	...
Ninemileburn (Comb.)	...	...	15 12 0	34 14 0	...	...	...
Portobello (B.)	...	138 1 11	492 0 0	847 7 0	...	44 11 6	...
Ratho	...	...	120 12 0	209 11 6	...	7 16 0	...
Stobhill	3 4 5	...	259 16 0	427 2 0	...	13 1 0	...
Stow	60 5 6	...	156 12 0	280 8 0	...	...	...
Temple	16 13 0	...	39 0 0	60 9 11	...	...	...
West Calder	...	...	673 4 0	1,112 12 3	...	41 2 0	...
Total of Edinburgh	19,057 1 7	1,309 14 9	26,532 13 0	46,851 5 3	160 8 0	1,625 18 9	859 7 10
ELGIN.							
Alves	...	1 1 3	79 16 0	134 19 0	...	...	...
Bellie	58 12 8	...	67 16 0	118 15 0	...	6 16 6	...
Birnie	15 19 3	...	43 4 0	64 18 0	...	...	...
Cromdale	159 16 5	...	236 8 0	466 11 0	...	7 0 0	...
Dallas	32 6 11	...	73 16 0	211 2 6	...	...	...
Drainie	288 3 7	...	382 16 0	572 11 6	102 7 0	22 0 6	...
Duffus	...	...	497 8 0	846 3 10	...	22 6 10	...
Dyke	105 1 5	...	65 8 0	109 8 6	...	...	...
Edinkillie	59 17 3	0 7 6	37 16 0	126 14 8	...	...	...
Elgin (B.)	...	...	733 4 0	1,189 9 6	...	53 14 6	83 2 2
Elgin (L.)	...	...	186 0 0	285 3 6	...	...	...
Forres (B.)	...	...	253 4 0	481 5 6	...	...	...
Forres (L.)	17 8 6	...	* ...	...	...	...	...
Kinloss	187 19 4	...	120 12 0	200 17 2	...	...	...
Knockando	...	...	96 0 0	347 9 0	...	...	...
New Spynie	...	...	30 0 0	49 7 9	...	...	...
Rafford	74 9 4	0 15 0	76 16 0	119 2 10	...	...	...
Rothes	43 17 11	...	244 4 0	371 11 7	...	...	...
St. Andrews-Lhanbryde	...	...	112 4 0	188 0 2	...	44 4 0	...
Speymouth	17 10 5	...	148 4 0	242 18 3	...	...	...
Urquhart	...	...	75 12 0	128 2 3	...	...	7 7 0
Total of Elgin	1,061 3 0	2 3 9	3,560 8 0	6,254 11 6	102 7 0	156 2 4	90 9 2

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
180 11 5	7	...	...	...	...	...	...	...	456 10 5	...
170 0 0	6¾	...	...	...	...	...	...	...	374 1 9	3 1 6
525 0 0	6	...	...	...	...	...	...	0 16 0	1,187 15 6	343 5 9
800 0 0	8	...	...	...	...	...	...	4 0 0	1,774 2 6	341 10 11
190 0 0	9	...	...	...	...	...	...	...	479 9 0	68 12 2
329 8 10	3	...	...	...	...	...	1 0 11	...	515 8 1	...
49,804 6 10	7	15,380 0 0	...	...	74 1 9	18 2 6	...	*185 9 10	106,089 3 1	...
3,949 5 6	8½	4,900 0 0	24 9 10	...	35 11 4	...	...	...	12,186 10 9	...
150 0 0	10	...	1 1 9	...	...	...	0 0 11	...	298 14 8	...
220 0 0	4	...	...	...	...	...	...	...	459 5 6	...
140 0 0	6	...	...	...	...	...	0 3 9	...	286 14 4	6 11 1
240 0 0	3	...	...	...	...	...	2 2 8	6 9 2	528 7 10	...
535 0 0	6½	...	...	65 19 4	...	0 12 6	...	28 16 3	1,535 19 10	72 1 6
2,503 12 9	1/1	...	...	...	...	1 0 0	9 7 8	34 10 9	6,482 5 9	562 19 0
13,216 15 0	10	7,500 0 0	...	...	30 7 0	4 9 0	65 4 10	†330 16 0	48,185 18 1	...
322 19 3	6	...	...	...	...	...	0 7 5	5 0 10	898 13 10	...
900 0 0	3	...	...	...	...	...	...	5 9 0	2,424 12 3	...
480 0 0	5	370 0 0	...	...	...	...	...	1 5 3	1,718 16 6	43 17 7
740 0 0	6⅓	...	51 10 0	63 14 9	...	0 15 6	...	21 7 6	3,270 17 11	9 9 11
480 0 0	1/	5,300 0 0	...	...	...	...	0 7 6	1 19 6	7,188 16 6	...
300 0 0	6	...	5 0 0	...	...	...	...	3 6 6	779 7 8	...
850 0 0	9½	...	...	61 15 0	...	...	...	0 5 0	1,919 15 6	182 15 3
...	...	...	...	57 17 6	...	...	0 1 3	...	108 4 9	...
1,210 19 1	7½	...	...	...	5 1 4	0 16 0	...	17 12 6	2,756 9 4	...
280 0 0	4	...	...	...	...	...	...	9 10 8	627 10 2	64 10 7
295 2 0	6	...	...	...	1 5 5	...	...	...	999 10 10	...
420 0 0	6½	...	...	10 0 0	...	...	...	...	927 5 6	...
250 13 9	4½	...	...	...	...	...	...	...	366 16 8	62 17 4
1,200 0 0	7½	...	...	...	3 17 3	...	...	22 2 7	3,052 18 1	87 8 4
83,778 6 7	...	34,295 0 0	87 19 5	259 6 7	150 4 1	25 15 6	83 11 6	703 14 6	215,780 7 4	1,849 0 11
180 0 0	5½	...	30 13 1	...	...	...	...	...	426 9 4	...
125 0 0	4¾	...	66 15 9	...	...	...	0 4 3	2 0 0	446 0 2	...
100 0 0	9	...	28 0 0	...	...	...	...	...	252 1 3	88 6 5
650 0 0	10½	...	31 2 5	34 8 5	...	...	...	3 15 0	1,589 1 3	...
220 0 0	10	...	...	...	...	...	0 2 4	1 0 0	538 7 9	...
400 0 0	8½	...	38 15 0	...	...	...	...	7 0 0	1,813 13 7	...
420 0 0	8	980 0 0	35 0 0	...	...	...	...	17 0 0	2,817 18 8	...
250 0 0	7½	...	...	...	...	...	...	1 5 0	531 2 11	...
200 0 0	7	...	19 13 8	...	...	...	0 7 5	1 0 0	445 16 6	...
1,195 12 11	10½	1,500 0 0	1 1 11	...	...	...	...	‡377 7 10	5,133 12 10	54 0 9
600 0 0	1/	...	41 15 0	...	...	...	...	...	1,112 18 6	0 17 9
550 0 0	9½	2,270 0 0	110 0 0	365 0 0	...	...	...	17 16 2	4,047 5 8	...
155 0 0	5	300 0 0	...	...	...	...	0 1 6	...	472 10 0	...
200 0 0	7	...	28 7 9	...	...	...	0 8 11	1 0 0	739 5 2	...
230 0 0	1/	...	32 7 10	...	13 13 8	...	...	14 1 9	733 12 3	...
170 0 0	9	...	...	...	...	...	...	1 15 0	251 2 9	...
230 0 0	8	...	...	25 0 0	...	...	0 1 9	2 19 0	529 3 11	...
350 0 0	8	...	52 6 3	...	...	...	...	§41 19 5	1,103 19 2	...
300 0 0	9	...	35 19 6	85 17 0	...	...	...	...	766 4 8	208 15 4
311 14 5	9	...	30 7 10	...	...	...	...	...	750 14 11	2 15 8
250 0 0	10	...	47 19 4	...	...	...	...	...	509 0 7	...
7,087 7 4	...	5,050 0 0	630 5 4	510 5 5	13 13 8	...	1 6 2	489 19 2	25,010 1 10	354 15 11

* From Educational Trust, £80. Rents, £70, 19s. 10d.
† Contributions towards Bursaries, &c., £275 19s. 4d.
‡ From Anderson's Institution Governors, £266, 2s. 6d.
§ From Grant Trust, £39, 19s. 5d.

General Abstract of Statements of Income, Expenditure, and Liabilities

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE.							
Abdie	24 0 8	...	39 12 0	53 14 0	...	...	...
Aberdour	117 0 0	...	157 16 0	246 14 6	...	...	...
Anstruther-Easter	...	...	133 4 0	228 12 6	27 17 7	...	...
Anstruther-Wester	10 3 5	...	45 12 0	74 19 0	...	...	...
Auchterderran	...	...	160 16 0	247 19 0	...	17 12 0	...
Cluny (Comb.)	0 3 4	...	23 8 0	36 19 6	...	...	...
Auchtermuchty	...	...	166 16 0	469 13 6	...	...	...
Auchtertool	...	...	63 0 0	161 8 0	...	...	...
Ballingry	...	...	133 4 0	189 7 0	...	...	...
Balmerino	...	...	67 16 0	108 13 0	...	...	...
Beath	1,773 14 5	...	989 8 0	1,459 7 9	240 15 9	28 9 6	...
Burntisland (B.)	53 6 5	...	316 16 0	543 8 6	...	16 3 6	...
Burntisland (L.)	143 17 8	...	99 0 0	126 2 6	...	...	...
Cameron	123 17 3	...	79 16 0	112 17 11	...	...	...
Carnbee	...	...	64 16 0	96 0 6	...	...	...
Carnock	100 9 5	...	105 12 0	155 18 6	...	...	...
Ceres	...	...	135 12 0	207 16 0	...	4 19 6	...
Collessie	105 7 6	...	201 0 0	68 7 6	...	...	...
Crail	204 1 5	10 15 [illegible]	141 0 0	241 1 0	...	...	...
Creich	...	...	42 0 0	72 17 6	...	...	...
Culross	153 3 0	0 [illegible] 9	49 4 0	82 14 6	...	...	...
Cults	...	...	60 0 0	94 8 6	...	...	...
Cupar (B.)	...	...	401 8 0	654 3 0	...	25 8 0	...
Cupar (L.)	12 16 11	...	17 8 0	20 7 0	...	...	...
Dairsie	...	...	58 4 0	74 0 6	...	...	...
Dalgetty	291 0 5	...	154 16 0	235 6 0	19 2 9	...	...
Dunbog	...	...	50 8 0	84 10 0	...	...	...
Dunfermline (B.)	3,658 13 6	157 10 4	1,659 0 0	2,855 2 6	353 5 0	10 19 0	19 10 0
Dunfermline (L.)	399 6 9	...	828 0 0	1,338 13 4	...	5 2 0	...
Dunino	...	...	39 0 0	66 9 0	...	...	...
Dysart (B.)	...	5 18 1	1,222 16 0	1,850 5 6	343 10 9	101 5 6	...
Dysart (L.)	2 1 10	...	62 14 0	83 3 6	...	...	...
Elie	31 15 5	...	103 4 0	156 1 0	...	...	...
Falkland	...	0 15 0	202 4 0	675 10 8	...	...	...
Ferry-Port-on-Craig	...	...	274 16 0	472 3 0	66 17 7	17 15 0	...
Flisk	10 4 6	...	22 4 0	46 10 0	...	...	...
Forgan	86 13 6	...	231 0 0	410 18 6	...	9 14 6	...
Inverkeithing	...	...	254 8 0	406 16 6	...	2 18 6	...
Kemback	...	...	69 0 0	111 2 6	...	...	...
Kennoway	84 8 2	...	128 8 0	232 15 6	...	...	...
Kettle	37 10 10	...	135 0 0	450 14 1	...	...	...
Kilconquhar	...	...	105 12 0	166 8 0	...	...	...
Kilmany	...	...	51 0 0	68 14 9	...	...	...
Kilrenny	...	...	294 0 0	507 5 0	...	...	...
Kinghorn (including B.)	...	...	220 16 0	367 14 6	...	13 4 0	...
Kinglassie	98 5 0	...	85 16 0	135 8 0	...	4 10 0	...
Kingsbarns	...	...	75 12 0	130 15 0	...	...	...
Kirkcaldy (B.)	70 15 4	232 8 10	1,403 8 0	2,213 16 6	...	139 10 6	...
Kirkcaldy (L.) and Abbotshall	...	...	60 12 0	94 8 0	...	...	...
Largo	19 19 5	...	108 0 0	111 3 0	...	...	...
Largoward	...	1 6 10	104 8 0	168 10 6	...	...	...
Leslie	152 11 1	...	377 8 0	590 17 10	13 0 6	23 18 0	...
Leuchars	...	...	208 16 0	315 5 6	...	...	...
Lochgelly	113 18 3	...	516 0 0	743 15 0	126 15 0	55 8 0	...
Logie	12 11 9	...	50 12 6	58 13 0	...	...	...
Markinch	528 3 10	...	541 16 0	...	...	...	...
Monimail	7 1 4	...	59 8 0	79 11 0	...	...	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
160 3 10	6	...	...	...	...	...	0 12 2	...	278 2 8	...
350 0 0	5½	...	...	...	...	...	0 8 3	9 6 11	881 5 8	...
139 11 0	8	...	15 18 0	...	...	...	...	21 14 9	566 17 10	178 17 10
130 0 0	10½	...	5 0 0	...	...	...	...	2 8 6	268 2 11	...
271 10 0	6⅔	...	...	...	...	...	...	0 15 0	698 12 0	...
...	...	...	...	10 0 0	...	...	...	...	70 10 10	3 1 6
430 0 0	1/03½	...	...	...	0 7 0	...	...	0 17 3	1,067 13 9	...
140 13 8	6	...	...	9 8 0	4 15 9	...	0 3 5	6 5 4	325 14 2	...
310 15 1	7½	...	...	...	...	...	...	12 0 4	645 6 5	...
144 19 5	6	...	...	...	...	...	...	4 7 2	325 15 7	13 15 0
700 0 0	6½	...	...	...	...	0 17 0	...	0 10 0	5,193 2 5	516 10 11
700 0 0	8½	...	39 5 0	...	...	...	...	11 12 4	1,680 11 9	23 9 0
250 0 0	5	...	...	...	...	...	1 1 3	...	620 1 5	...
221 8 2	9	...	...	38 14 6	...	...	0 13 0	...	577 6 10	...
240 0 0	6	150 0 0	18 19 0	...	...	...	...	...	569 15 6	...
149 2 8	5½	...	...	...	...	...	0 13 0	...	511 15 7	...
200 0 0	4⅔	...	16 14 8	...	...	...	...	1 13 3	566 15 5	134 14 4
250 0 0	5	...	4 7 4	...	...	...	...	5 11 6	634 13 10	198 10 5
310 0 0	7	...	21 0 0	...	...	...	1 3 5	7 0 0	937 0 10	70 14 2
91 19 2	11	...	3 17 9	...	...	...	...	...	210 14 5	20 6 4
200 0 0	7	...	...	...	...	...	...	26 5 8	512 2 11	...
167 14 0	8½	...	...	...	23 8 6	...	...	0 11 7	346 2 7	7 13 9
360 0 0	5	700 0 0	...	...	...	...	...	4 17 0	2,145 16 0	39 2 7
70 0 0	1	...	...	...	1 18 2	...	...	4 5 0	126 15 1	...
116 13 10	6½	...	...	...	...	...	...	...	248 18 4	89 18 9
269 3 11	10	...	...	...	...	...	1 11 8	...	971 0 9	...
138 14 10	8	...	...	...	...	...	...	4 5 7	277 18 5	18 9 11
2,123 2 9	10	...	...	¶1 18 0	93 17 6	...	17 10 0	*71 3 3	11,061 11 11	104 5 8
1,637 5 9	9	...	...	...	...	...	...	...	4,208 7 10	...
96 6 11	7	...	...	7 10 0	...	...	0 0 11	...	209 6 10	...
453 16 10	3¾	3,852 0 0	50 0 0	...	26 4 6	...	5 19 0	17 8 0	7,929 4 2	722 13 0
161 0 7	7¾	700 0 0	...	...	0 11 8	...	0 1 1	1 5 0	1,010 17 8	...
260 0 0	8	...	6 19 11	...	...	...	0 3 1	...	558 3 5	2 3 9
300 0 0	5⅞	...	...	...	40 15 1	...	...	...	1,219 4 9	...
320 0 0	9	...	...	...	...	...	...	5 1 9	1,156 13 4	172 2 6
75 12 9	6½	...	...	...	...	...	0 1 3	...	154 12 6	...
800 0 0	8	...	...	...	...	...	...	39 14 2	1,578 0 8	...
370 0 0	2	...	3 18 0	...	...	...	...	...	1,038 1 0	...
103 5 3	6	...	...	...	...	...	...	...	283 7 9	57 2 3
290 0 0	10½	250 0 0	16 13 4	...	18 17 1	...	...	0 17 6	1,021 19 7	...
275 0 0	6	...	4 10 0	...	...	...	...	2 0 0	904 14 11	...
286 8 4	9	330 0 0	...	...	...	...	...	†51 0 0	939 8 4	98 17 6
140 15 1	4	...	...	...	...	...	...	...	260 9 10	79 16 8
300 0 0	9	...	...	...	0 6 3	0 17 6	...	4 17 4	1,107 6 1	337 18 2
522 11 10	8	...	...	...	...	...	...	1 10 0	1,125 16 4	64 7 0
298 19 10	7	...	...	...	...	...	...	0 4 0	623 0 10	...
190 0 0	8	...	...	...	...	...	...	...	396 7 0	...
2,455 9 8	10	...	...	29 0 0	1 6 6	...	...	‡34 0 0	6,579 15 4	293 15 4
96 4 11	3	...	...	2 0 0	...	...	0 2 3	...	253 7 2	25 2 0
250 0 0	5	...	9 17 10	...	...	...	...	...	499 0 3	18 10 8
256 14 1	8	...	...	18 1 0	...	...	...	...	549 ■ 5	88 12 10
650 0 0	9	...	...	25 0 0	...	...	1 8 5	§68 13 9	1,902 17 7	...
500 0 0	6¾	270 0 0	10 17 10	...	...	...	0 16 5	...	1,305 15 9	...
213 7 6	3½	1,700 0 0	...	...	...	1 1 6	...	1 2 3	3,465 7 6	...
8 11	4½	...	2 15 6	...	...	...	...	...	192 16 2	9 4 11
1,000 0 0	8	810 0 0	...	...	94 4 0	...	0 4 4	3 8 6	2,977 16 8	29 3 7
3 0 0	8	...	6 9 7	...	...	...	...	...	382 9 11	...

* Rents, £44. † From Elie, under Boundary Commissioners Order, £44. ‡ Swan Testimonial Annuity, £20.
§ Piano Classes. £42, 12s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*							
Moonzie	1 19 1	...	19 16 0	42 3 6	...	...	...
Newburgh	...	...	189 0 0	296 0 10	37 10 0	14 14 0	...
Newburn	...	...	22 4 0	34 10 6	...	...	...
Pittenweem	21 15 2	...	226 16 0	378 19 6	76 10 8	9 16 6	...
St. Andrews (B.)	...	...	538 16 0	867 6 0	...	25 6 0	...
St. Andrews (L.) & St. Leonards	77 18 0	...	120 0 0	201 2 0	...	...	...
St. Monance	...	...	204 12 0	333 4 10	61 9 6	...	...
Saline	33 5 2	...	83 8 0	131 19 0	...	...	...
Scoonie	484 14 1	...	508 16 0	940 6 4	119 13 0	42 15 0	...
Springfield	...	14 12 4	94 4 0	158 19 6	4 17 10	...	...
Strathmiglo	...	...	147 0 0	256 8 6	...	...	...
Torryburn	61 17 10	1 16 9	87 12 0	163 0 6	...	...	...
Tulliallan	...	...	222 12 0	401 8 11	...	100 11 11	...
Wemyss	1,158 19 0	10 13 6	1,050 0 0	1,751 12 7	...	...	...
Total of Fife	10,267 9 3	436 12 5	16,941 6 0	26,954 0 10	1491 5 11	670 0 11	19 10 0
FORFAR.							
Aberlemno	18 2 6	...	79 4 0	139 0 0	...	...	...
Airlie	6 2 1	...	46 16 0	79 5 6	...	...	...
Arbirlot	...	...	51 0 0	79 9 6	...	...	...
Arbroath (B.)	690 18 7	...	1,798 16 0	3,259 2 0	...	150 11 6	...
Auchterhouse	18 12 3	...	48 0 0	86 5 6	...	...	...
Barry	...	...	312 0 0	477 6 2	...	...	...
Brechin (B.)	...	317 12 0	907 16 0	1,588 15 9	543 7 0	37 4 0	...
Brechin (L.)	25 7 4	...	82 4 0	78 1 6	...	...	...
Broughty Ferry (B.)	...	611 14 8	729 0 0	1,181 9 4	...	92 13 8	75 1 4
Careston	...	...	37 4 0	72 4 0	...	...	...
Carmylie	77 15 11	...	96 12 0	134 12 6	...	...	...
Cortachy and Clova	63 2 7	...	60 12 0	149 10 6	...	...	...
Coupar-Angus	...	...	234 12 0	385 0 2	...	19 12 0	...
Craig	...	...	291 0 0	448 8 10	...	...	...
Dun	76 14 3	...	63 12 0	113 4 0	...	...	...
Dundee (B.)	...	3,979 9 7	9,605 11 0	16,532 0 7	...	2,205 9 1	300 0 0
Dundee (L.)	...	...	116 0 0	148 7 0	...	5 18 0	...
Dunnichen	...	...	127 4 0	209 5 0	...	4 9 0	...
Eassie and Nevay	100 19 5	...	51 12 0	84 4 6	...	...	...
Edzell	53 15 0	1 5 0	75 12 0	140 13 6	...	...	...
Farnell	76 0 5	...	72 0 0	117 7 6	...	...	...
Fern	34 13 4	...	25 4 0	51 11 6	...	...	...
Forfar (B.)	404 15 6	167 0 0	1,186 4 0	1,306 4 0	371 11 7	57 15 0	...
Forfar (L.)	243 12 0	...	99 0 0	150 15 0	...	...	...
Friockheim	...	...	120 0 0	175 0 0	...	...	...
Glammis	...	...	96 12 0	152 4 6	...	5 6 0	...
Glenisla	74 11 3	...	53 8 0	137 6 6	...	...	...
Guthrie	3 1 3	...	46 4 0	80 12 0	...	...	...
Inverarity	...	...	90 12 0	205 3 6	...	0 19 3	...
Inverkeillor	297 2 4	...	161 8 0	240 9 11	...	...	...
Kettins	35 7 8	3 0 10	60 12 0	112 13 10	...	...	...
Kingoldrum	...	...	28 4 0	56 17 6	...	...	...
Kinnell	114 15 8	...	36 16 0	90 12 6	...	...	...
Kinnettles	...	...	48 0 0	78 11 0	...	...	...
Kirkden	9 19 3	...	51 0 0	79 5 6	...	...	...
Kirriemuir	23 0 7	32 12 3	398 8 0	724 2 7	...	21 15 0	...
Carroch (Comb.)	...	...	20 8 0	38 6 6	...	...	...
Roundyhill (Comb.)	...	...	48 0 0	77 12 0	...	...	...
Lethnott and Navar	...	...	16 4 0	39 5 6	...	...	...
Liff, Benvie, and Invergowrie	241 16 5	...	121 4 0	194 5 0	...	...	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
92 18 4	1/1	...	...	...	...	...	0 1 1	...	156 18 0	...
110 0 0	4	...	...	...	...	...	0 13 2	...	647 18 0	79 3 11
105 15 7	5½	...	...	...	...	...	...	...	162 10 1	3 12 4
85 0 0	3½	...	35 0 0	...	...	...	...	7 10 0	841 7 10	8 14 5
682 4 2	4½	...	36 6 3	...	...	...	2 16 3	*82 8 7	2,235 3 3	98 1 6
393 6 1	3½	...	...	...	...	...	0 16 5	...	793 8 1	...
269 9 8	7	...	...	...	...	...	...	3 0 6	871 16 6	...
220 0 0	6	...	...	...	...	...	...	...	468 12 2	...
449 0 0	7½	...	...	...	...	...	...	4 9 0	2,549 13 5	1,001 15 1
125 19 1	6	...	...	...	...	...	...	...	398 12 9	35 4 1
382 18 5	8	...	...	...	32 1 3	...	0 10 3	1 2 6	820 0 11	33 3 1
120 15 2	4	...	...	...	...	...	0 3 4	0 12 0	435 17 7	...
300 0 0	10½	...	3 5 3	...	...	...	...	9 4 0	1,037 2 1	760 10 10
1,363 7 10	8	2,700 0 0	...	...	...	...	...	93 11 3	8,128 4 2	...
25,957 9 11		11,462 0 0	311 15 3	181 11 6	338 13 3	2 16 0	37 13 6	628 10 6	95,700 15 3	5,439 5 7
171 2 2	6	...	...	...	...	...	...	...	407 8 8	155 5 4
160 0 0	4½	...	0 9 0	...	...	...	...	...	292 12 7	...
153 1 10	4	...	10 6 0	...	...	...	0 0 11	1 13 9	295 12 0	0 8 11
3,342 8 11	1/	3,000 0 0	...	...	16 1 3	2 13 6	...	32 7 1	12,292 18 10	54 13 2
197 1 4	5	...	...	...	...	...	0 6 8	...	350 5 9	...
593 11 0	9½	320 0 0	...	...	...	...	...	2 15 0	1,705 12 2	853 6 5
1,050 0 0	11½	1,140 0 0	88 9 6	...	...	...	...	†33 14 0	5,706 18 3	207 4 7
350 0 0	6	...	...	...	...	...	...	...	535 12 10	55 7 1
1,869 0 0	11½	...	...	...	...	...	...	‡67 7 6	4,626 6 6	700 1 11
60 0 0	7	...	...	...	...	...	0 1 0	...	169 9 0	...
316 8 6	11	...	...	...	...	...	0 12 3	...	626 1 2	...
421 6 5	10	...	...	...	...	...	0 10 7	...	695 2 1	...
280 0 0	5½	...	...	...	...	...	...	23 4 11	942 9 1	84 18 4
300 0 0	6½	420 0 0	...	...	...	...	...	...	1,459 8 10	...
187 0 4	6	...	...	...	...	...	...	...	440 10 7	...
22,366 8 1	10½	7,872 0 0	...	...	1,131 4 5	5 5 6	...	§130 15 0	64,128 3 3	9,063 7 6
235 16 0	6	...	...	...	...	...	...	...	506 1 0	13 3 7
373 13 5	1/	...	...	...	18 12 5	...	...	5 13 3	738 17 1	...
133 10 11	5	...	...	...	...	...	0 9 7	...	370 16 5	...
171 3 4	7	...	...	...	...	...	...	3 15 0	446 3 10	...
80 0 0	3½	...	...	...	...	...	...	...	345 7 11	...
90 0 0	5	...	...	...	...	...	0 5 9	...	201 14 7	...
1,209 17 0	9	...	...	...	...	...	2 13 1	60 14 8	4,766 14 10	61 9 5
300 0 0	7½	...	3 18 0	...	...	...	...	24 7 6	821 12 6	121 14 2
121 5 11	6½	...	...	...	9 6 6	...	0 5 3	1 4 0	427 1 8	18 3 3
379 15 10	8	...	...	...	...	...	...	...	633 18 4	18 14 7
258 0 0	6¾	...	...	...	...	...	1 1 1	...	524 6 10	...
85 17 0	6	...	...	...	...	...	...	...	215 14 3	...
302 3 3	7¾	...	...	...	...	...	...	7 10 0	606 8 0	148 13 11
142 13 9	3	...	33 3 6	...	...	...	1 12 10	...	876 10 4	...
148 5 0	4	...	...	...	...	...	0 4 1	...	360 3 5	9 7 0
121 0 6	5½	...	...	...	...	...	0 4 9	...	206 6 9	11 10 0
170 17 3	6½	...	...	...	...	...	0 13 1	...	413 14 6	...
103 8 11	5	...	...	...	...	...	...	...	229 19 12	51 10 3
142 13 10	6	...	...	...	7 17 3	...	0 1 2	...	290 17 0	38 6 1
800 0 0	8	...	163 2 0	...	...	...	...	‖68 19 0	2,231 19 5	...
...	...	...	...	47 3 7	...	...	...	...	105 18 1	...
...	...	...	...	83 3 9	...	...	...	...	208 15 9	...
95 9 2	7½	...	...	...	...	...	...	0 0 7	150 19 3	11 3 10
411 3 9	6¾	...	...	...	13 5 2	...	1 5 5	6 9 5	989 9 2	...

*Rents, £42, 10s. From Madras School Governors, £33, 18s. 7d. †Rents, &c. ‡ Rents £35, 11s. 1d.
§ From Dundee Educational Trust, £100. ‖ From Cortachy, &c., under Boundary Order, £68, 13s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Forfar—*contd.*							
Lintrathen	43 19 4	4 0	45 0 0	118 16 6	...	...	...
Lochlee	...	...	23 8 0	49 11 0	...	...	...
Logie-Pert	105 0 7	...	93 12 0	163 14 6	...	3 9 0	5 0 0
Lunan	39 7 5	...	27 0 0	40 16 6	...	...	...
Lundie	...	...	24 0 0	43 6 6	...	...	...
Mains and Strathmartine	...	...	245 8 0	427 19 3	...	...	...
Murytown	...	...	27 12 0	46 14 6	...	8 0 0	6 15 0
Menmuir	70 12 8	...	49 16 0	95 14 6	...	...	...
Monifieth	339 16 0	...	220 4 0	83 19 6	...	30 11 6	...
Monikie	...	...	113 8 0	195 12 0	...	3 8 0	...
Montrose (B.)	...	75 14 9	1,085 8 0	1,762 7 4	...	123 17 10	...
Montrose (L.)	...	...	69 12 0	101 2 6	...	3 7 6	...
Murroes	...	...	54 0 0	93 1 0	...	...	...
Newtyle	43 1 4	...	72 12 0	128 18 10	...	...	...
Oathlaw	...	...	46 16 0	81 12 0	...	...	...
Panbride	...	...	156 12 0	261 15 3	...	...	...
Rescobie	2 12 10	...	16 16 0	39 9 0	...	...	...
Ruthven	8 11 8	...	27 0 0	...	...	...	...
St. Vigeans and Arbroath (L.)	...	...	109 4 0	185 5 6	...	13 0 0	...
Stracathro	...	...	46 4 0	80 19 6	...	...	...
Tannadice	...	...	91 16 0	239 17 6	...	...	...
Tealing	22 2 5	...	57 12 0	98 7 6	...	...	...
Total of Forfar	3,365 9 10	5,188 13 1	20,296 15 0	33,833 12 10	914 18 7	2,787 6 4	386 16 4
HADDINGTON.							
Aberlady	172 8 4	2 8 0	94 16 0	152 3 0	...	...	...
Athelstaneford	30 18 11	...	63 12 0	100 17 0	...	...	...
Bolton	56 1 8	...	12 12 0	31 2 6	...	...	...
Dirleton	148 12 2	...	112 4 0	174 13 0	...	...	...
Dunbar (B.)	175 14 0	...	277 4 0	403 11 2	39 12 8	...	...
Dunbar (L.)	63 3 6	...	142 16 0	235 0 0	...	...	...
Garvald	...	...	34 4 0	58 4 0	...	...	...
Gladsmuir	...	...	155 8 0	216 13 0	...	3 10 6	...
Haddington (including B.)	41 1 11	...	282 0 0	491 16 0	...	17 4 0	...
Humbie	155 7 2	...	27 12 0	...	...	...	...
Innerwick	10 9	...	57 12 0	95 2 0	...	...	...
Morham	...	...	17 4 0	28 15 6	...	...	...
North Berwick	45 14 3	...	179 8 0	293 11 0	...	11 16 0	...
Oldhamstocks	...	...	48 0 0	81 3 0	...	...	...
Ormiston	57 18 4	...	148 16 0	155 19 6	...	...	...
Pencaitland	24 4 10	...	63 12 0	113 0 0	...	6 7 6	...
Prestonkirk	103 16 1	...	123 0 0	210 16 8	...	7 0 6	...
Prestonpans	81 13 5	13 9 0	298 16 0	455 5 1	35 13 6	20 10 0	...
Salton	7 7 9	...	61 16 0	101 13 6	...	...	...
Spott	...	...	42 0 0	69 7 6	...	...	...
Stenton	...	...	52 4 0	96 10 6	...	...	...
Tranent	185 4 9	78 19 9	588 12 0	928 2 0	84 0 3	23 14 0	...
Whitekirk and Tynninghame	...	...	93 12 0	130 8 0	...	...	...
Whittinghame	...	...	29 8 0	56 5 0	...	...	...
Kingside (Comb.)	...	...	3 15 0	...	...	...	...
Yester	...	1 10 0	86 8 0	141 3 6	...	...	...
Total of Haddington	1,349 17 10	96 16 9	3,096 11 0	4,821 2 5	159 6 5	90 2 6	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
145 15 10	3	...	...	...	...	...	6 11	...	354 2 7	...
107 7 4	6	...	...	...	...	...	...	...	180 6 4	...
310 0 0	10	...	...	...	...	...	10 7	2 10 0	683 16 8	...
157 18 6	8	...	2 3 4	...	...	...	5 11	...	267 11 8	...
123 16 6	9	...	...	...	...	...	...	...	191 3 0	20 16 0
500 0 0	5½	200 0 0	...	...	...	...	1 9 0	...	1,374 16 3	...
160 0 0	1/1¾	...	...	...	...	...	...	10 0 0	259 1 6	27 3 10
140 0 0	5	...	...	...	...	...	8 11	...	356 12 1	...
616 4 9	8¾	...	...	...	...	...	...	17 15 6	1,308 11 3	...
389 1 11	6	...	...	...	...	...	...	...	701 9 11	57 18 11
2,400 0 0	1/1	...	22 0 0	...	...	...	...	*168 19 6	5,638 7 5	205 15 3
150 0 0	3¾	...	...	...	...	...	...	...	324 2 0	80 6 11
220 0 0	6	...	...	...	...	...	...	...	367 1 0	10 8 5
218 4 0	5	...	...	...	...	...	8 10	...	463 5 0	...
57 2 10	3	...	...	...	...	...	7	...	185 11 5	5 1 1
76 14 10	1¼	...	...	...	...	...	...	...	405 2 1	211 7 2
70 16 4	2¼	...	5 0 0	...	...	...	...	...	134 14 2	8 12 7
45 17 0	5½	...	...	...	...	...	...	8 0 0	89 8 8	18 16 11
427 8 11	5½	...	...	...	...	...	...	...	734 18 5	...
130 0 0	5¾	...	...	...	...	...	...	...	257 3 6	...
160 0 0	3	400 0 0	...	6 1 6	...	...	...	...	897 15 0	15 6 2
184 7 5	8½	...	...	...	...	...	...	2 4 8	364 14 0	...
44,484 19 7	...	13,352 0 0	328 11 4	136 8 10	1,196 7 0	7 19 0	13 18 3	680 0 4	126,973 16 4	12,340 14 7
125 0 0	3½	...	38 8 8	...	...	...	1 12 5	...	586 16 5	...
140 15 1	3½	...	...	...	...	...	6 1	...	336 9 1	...
73 7 2	6½	...	...	...	...	...	3 5	...	173 6 9	...
502 10 4	9	...	...	...	...	...	13 8	...	938 13 2	...
300 0 0	6	...	80 0 0	...	...	...	8 0	...	1,276 9 10	...
300 0 0	3¾	...	...	...	...	...	1 11	...	741 1 5	...
190 0 0	7	...	...	...	...	...	...	1 6 0	283 14 0	40 10 3
550 0 0	10	...	...	...	...	1 5 0	...	...	926 16 6	80 15 2
823 7 6	†...	...	...	...	...	...	...	23 19 8	1,679 9 1	195 8 8
250 0 0	9½	...	...	...	...	...	5 3	...	433 4 5	...
146 3 10	3¼	...	...	...	...	...	...	...	299 8 7	10 10 4
126 19 1	1/2	...	...	...	...	...	...	...	172 18 7	4 12 1
350 0 0	4¼	...	...	...	...	...	11 5	...	881 0 8	18 13 5
120 0 0	6	...	...	...	...	...	...	‡70 0 0	319 3 0	23 9 9
280 0 0	11½	...	...	45 0 3	...	...	...	30 4 5	717 18 6	12 14 5
208 12 10	7½	...	...	...	...	...	1 6	...	415 18 8	10 6 10
430 0 0	6¾	...	4 13 0	...	...	...	13 6	1 0 0	880 19 9	...
321 11 3	7	...	65 0 0	...	...	5 0	...	28 1 2	1,320 14 5	...
130 10 3	7	850 0 0	5 12 0	...	...	...	...	1 1 0	1,158 0 6	...
162 14 8	7½	...	18 6	...	...	...	...	...	275 0 8	43 13 5
290 3 9	1/2	...	...	...	...	...	...	15 0 0	453 18 3	253 1 5
550 0 0	6	...	200 0 0	...	...	2 0 0	...	11 17 6	2,652 10 3	...
305 8 8	8	...	1 7 6	...	...	...	...	...	550 16 2	158 8 0
125 0 0	5½	...	...	...	...	...	1 4	...	210 14 4	94 2 5
...	...	...	...	150 0 0	...	...	...	...	153 15 0	...
200 0 0	7	...	...	79 5 0	...	...	...	...	508 6 6	307 17 9
7,002 4 5	...	850 0 0	395 19 8	274 5 3	...	‡3 10 0	4 18 6	182 9 9	18,327 4 6	1,254 3 11

*Repayment under Building Contract, £112, 7s. 4d. †Classification. ‡From Parish of Coldingham.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS.							
Mainland.							
Abernethy	67 3 8	...	106 16 0	227 7 0	...	...	...
Alvie	...	...	64 19 0	128 19 0	...	...	4 10 0
Ardersier	...	...	65 8 0	98 18 6	...	...	...
Boleskine and Abertarff	341 2 8	...	69 12 0	150 7 0	...	...	...
Daviot and Dunlichty	...	...	79 16 0	210 2 6	...	...	...
Dores	...	...	69 12 0	148 4 6	...	...	...
Duthill and Rothiemurchus	30 5 6	...	151 4 0	294 14 6	...	...	...
Glenelg	...	...	118 4 0	335 13 6	...	...	...
Glengarry	49 19 4	...	25 4 0	...	...	...	...
Insh	16 18 8	...	20 8 0	51 16 3	...	...	...
Inverness (B.)	...	...	1,160 8 0	1,912 7 7	...	116 18 0	...
Inverness (L.)	2 5 7	...	218 8 0	409 18 0	...	...	...
Kilmallie	164 9 5	1 7 4	200 8 0	576 15 6	...	18 4 0	...
Kilmonivaig	248 4 6	...	51 12 0	97 16 6	...	...	...
Kilmorack	34 10 0	...	160 16 0	299 5 0	...	2 19 0	...
Kiltarlity	269 3 8	...	147 12 0	316 16 0	...	...	...
Kingussie	114 6 1	...	165 12 0	422 17 6	...	7 10 4	...
Kirkhill	115 9 1	...	123 12 0	250 8 6	...	...	5 10 0
Laggan	...	...	66 0 0	120 14 1	...	...	...
Moy and Dalarossie	232 8 5	...	22 0 0	85 3 1	...	...	3 10 0
Petty	...	...	96 0 0	173 6 6	...	...	...
Urquhart and Glenmoriston	333 9 8	...	163 16 0	334 1 9	...	...	2 0 0
Insular.							
Barra	534 11 1	...	192 12 0	388 4 3	98 15 0	...	...
Bracadale	111 16 8	...	66 0 0	160 6 6	...	...	...
Duirinish	649 16 0	...	331 4 0	691 9 1	145 9 9	...	14 10 0
Harris	1032 14 5	...	293 8 0	595 12 7	139 2 8	...	10 0 0
Kilmuir	14 3 7	...	108 0 0	187 1 6	42 14 3	...	1 5 0
North Uist	51 2 2	...	367 4 0	590 15 8	164 8 6	...	...
Portree	244 17 0	...	294 0 0	676 8 5	49 16 4	...	3 2 6
Sleat	278 8 9	...	159 10 0	312 6 10	92 19 9	...	...
Small Isles	...	...	30 12 0	104 15 0	...	...	...
Snizort	340 7 0	...	164 12 0	354 7 0	47 4 4	2 2 0	0 10 0
South Uist	643 16 0	...	378 12 0	573 0 8	168 7 0	...	...
Stenscholl	216 9 11	...	138 0 0	277 6 6	67 0 7	...	3 15 0
Strath	483 10 10	...	214 4 0	444 8 0	79 15 9	...	1 7 6
Total of Inverness	6,621 9 8	1 7 4	6,085 5 0	12,001 14 9	1,095 13 11	147 13 4	50 0 0
KINCARDINE.							
Arbuthnott	...	...	47 8 0	81 13 6	...	...	13 14 10
Banchory-Devenick	77 17 10	...	214 4 0	352 2 8	...	...	26 19 6
Banchory-Ternan	...	...	223 16 0	398 6 3	...	15 4 6	46 8 2
Benholme	...	...	176 8 0	261 4 0	...	...	16 6 2
Bervie (including B.)	48 11 9	...	244 16 0	370 11 6	64 7 0	...	7 8 2
Dunnottar	345 1 0	...	266 8 0	330 17 0	29 9 6	30 4 9	24 7 10
Durris	25 6 2	...	67 16 0	107 5 0	...	12 0 0	17 6 6
Fettercairn	73 3 9	1 13 0	103 4 0	166 1 6	...	7 0 0	20 11 9
Fetteresso and Rickarton	59 18 7	...	424 4 0	744 10 0	...	44 11 0	71 7 5
Fordoun	...	...	158 8 0	235 12 10	...	6 0 0	37 14 9
Garvock	...	...	26 8 0	117 3 0	...	...	8 12 9
Glenbervie	103 18 3	2 17 9	80 8 0	136 3 6	...	6 0 0	17 0 11
Kinneff and Catterline	...	...	65 8 0	114 4 0	...	...	23 7 5

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
166 0 0	8	...	...	...	...	...	...	...	567 6 8	164 17 4
162 12 2	6	...	...	8 0 0	...	...	0 1 8	...	369 1 10	113 7 5
165 0 0	1/	...	...	...	...	...	...	...	329 6 6	3 18 9
205 13 2	5	...	...	...	3 14 9	...	2 8 0	...	772 17 7	...
455 0 0	9	...	50 0 0	...	...	...	...	...	794 18 6	...
408 4 8	1/	...	...	...	...	...	...	...	626 1 2	23 17 4
280 0 0	5	...	30 7 10	...	...	...	2 12 5	9 6 0	798 10 3	120 0 9
357 5 7	1/	...	...	...	1 4 0	...	...	0 18 0	813 5 1	88 7 8
103 3 5	3	...	...	13 12 0	6 10 1	...	0 4 0	7 10 0	206 2 10	...
79 19 11	3	...	...	...	...	...	0 2 8	34 0 0	203 5 6	3 10 6
2,400 0 0	9	...	...	...	1 3 3	...	...	2 0 0	5,592 16 10	971 6 0
850 0 0	10	1,074 0 0	...	...	...	...	0 0 5	...	2,554 12 0	...
714 0 0	7	...	19 10 0	...	0 5 10	0 11 0	0 9 2	97 13 11	1,793 14 2	...
358 4 3	6	...	...	...	1 18 3	...	...	0 2 3	757 17 9	...
350 0 0	6	...	...	...	...	...	...	...	847 10 0	...
177 3 1	4	...	...	15 6 0	...	...	1 12 10	...	927 13 7	...
351 7 3	6	...	...	7 0 0	...	...	...	*66 0 0	1,134 13 2	...
110 0 0	3½	...	...	...	...	...	...	1 6 7	606 6 2	...
461 17 7	9	...	...	...	...	...	...	...	648 11 8	198 2 4
303 15 0	6½	...	...	...	...	...	1 5 2	...	648 1 8	...
267 1 3	8	...	...	...	...	...	...	...	536 7 9	...
380 0 0	8	...	...	21 11 10	15 5 1	...	2 12 4	9 8 0	1,262 4 8	...
106 12 0	8	...	...	...	0 2 0	1 18 6	4 13 5	4 0 0	1,331 8 3	...
117 15 8	6	...	...	...	0 14 9	0 5 0	1 9 7	7 8 10	465 17 0	...
75 0 0	4	445 0 0	...	...	...	...	6 17 2	...	2,359 6 0	...
359 0 1	1/2	...	...	...	8 10 8	2 0 0	11 7 9	54 13 4	2,506 9 6	...
95 0 0	1/1	...	...	...	0 12 3	0 17 6	0 18 5	*28 0 0	478 12 6	...
250 0 0	1/5	572 0 0	...	...	28 7 0	2 0 0	1 6 8	94 0 0	2,121 4 0	...
436 4 10	1/	...	...	...	0 9 8	...	2 7 2	66 5 0	1,773 10 11	...
166 12 2	1/	...	...	...	4 10 9	...	3 13 11	...	1,018 2 2	...
134 8 10	1/	...	...	...	...	...	...	...	269 15 10	...
314 0 0	1/8½	200 0 0	...	...	1 7 8	...	1 3 10	†160 13 3	1,586 7 1	...
174 15 0	8	...	...	...	7 17 7	2 5 0	2 19 0	‡100 6 0	2,051 18 3	...
41 0 0	5	...	...	...	...	...	1 19 10	30 0 0	775 11 10	...
229 15 8	1/	...	...	...	0 3 10	0 5 0	4 15 11	...	1,458 6 6	...
11,606 11 7	...	2,291 0 0	99 17 10	65 9 10	82 17 5	10 2 0	55 1 4	773 11 2	40,987 15 2	1,687 8 1
163 2 0	6	...	...	...	...	...	...	...	305 18 4	0 13 9
405 0 0	8½	...	24 16 6	...	...	...	...	§220 0 11	1,321 1 5	...
624 16 9	7½	...	...	...	22 13 4	...	...	...	1,331 5 0	26 7 1
210 0 0	7	...	...	...	...	...	...	...	663 18 2	10 15 11
301 9 3	11½	415 0 0	...	...	...	...	...	3 5 8	1,455 17 4	...
481 0 3	10⅝	...	...	...	...	...	1 10 0	18 6 8	1,527 5 0	...
250 12 4	7	...	...	...	...	...	...	2 1 3	482 7 3	...
264 17 8	6¾	80 11 4	2 4 0	...	...	...	0 19 4	5 12 6	725 18 10	...
981 8 10	7½	...	...	14 4 11	...	...	...	31 14 11	2,371 19 8	...
559 18 11	8½	...	...	...	0 15 0	...	...	17 1 4	1,015 10 10	302 4 8
80 0 0	4½	...	...	...	...	...	...	...	232 3 9	...
210 10 6	7	...	...	...	...	...	...	...	556 18 11	...
239 14 5	10	...	...	...	...	...	...	0 4 0	442 17 10	...

[1] Grant under Minute of 10th February 1892. † Do., £153. ‡ Do. £68 4s. § From Peterculter Boundary Award.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(*a*) Annual Grants.	(*b*) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KINCARDINE—*contd.*							
Laurencekirk	126 9 1	...	207 12 0	331 13 1	...	20 12 0	24 6 5
Maryculter	6 0 4	...	85 4 0	125 3 11	...	5 9 0	13 14 0
Marykirk	...	...	120 0 0	175 0 6	...	10 5 0	22 8 10
Nigg	199 1 2	...	375 12 0	605 19 8	...	27 0 0	25 18 6
St. Cyrus	...	...	112 16 0	185 10 6	...	5 12 0	32 5 2
Strachan	38 16 8	...	47 8 0	176 4 0	...	10 19 7	...
Total of Kincardine	1,104 4 7	4 10 9	3,047 8 0	5,015 14 5	93 16 6	200 17 10	449 19 1
KINROSS.							
Cleish	13 12 5	...	45 12 0	97 1 6	...	...	...
Fossoway and Tulliebole	...	...	67 16 0	142 1 0	...	...	...
Kinross	19 10 10	...	185 8 0	327 15 6	...	23 4 8	...
Orwell	19 11 9	...	57 0 0	85 6 0	...	...	...
Portmoak	...	...	46 4 0	76 15 6	...	...	...
Total of Kinross	52 15 0	...	402 0 0	728 19 6	...	23 4 6	...
KIRKCUDBRIGHT.							
Anwoth	3 2 10	...	87 12 0	159 19 6	...	...	2 5 0
Balmaclellan	...	...	61 16 0	133 12 0	...	...	...
Balmaghie	33 5 1	...	66 0 0	107 0 6	...	...	1 1 0
Bargrennan	...	...	38 8 0	103 18 6	...	...	...
Borgue	40 11 4	...	118 4 0	229 11 6	...	...	5 5 0
Buittle	...	...	67 4 0	125 13 6	...	...	...
Carsphairn	43 5 6	...	18 0 0	45 11 6	...	...	0 7 8
Colvend	...	...	105 0 0	188 9 6	...	...	0 12 0
Corsock	86 14 10	...	45 0 0	77 19 0	...	...	...
Crossmichael	...	...	109 4 0	206 0 6	...	5 18 6	1 13 0
Dalry	65 7 2	...	76 4 0	161 3 2	...	...	3 15 0
Girthon	...	...	71 8 0	109 11 6	...	...	...
Irongray	18 10 4	...	73 4 0	128 3 6	...	...	...
Kells	105 18 3	...	54 12 0	109 5 3	...	...	0 12 0
Mossdale (Comb.)	...	...	28 4 0	59 1 6	...	...	...
Kelton	29 0 3	45 8 10	353 8 0	667 19 0	...	16 8 6	0 15 0
Kirkbean	...	...	70 4 0	127 17 6	...	...	...
Kirkcudbright (including B.)	105 5 6	159 19 0	271 16 0	451 19 7	...	...	3 18 0
Kirkgunzeon	40 19 0	...	46 4 0	90 14 0	...	...	2 8 0
Kirkmabreck	...	0 13 9	169 4 0	291 18 0	...	...	...
Kirkpatrick-Durham	...	...	75 12 0	...	...	...	...
Lochrutton	38 11 9	...	38 8 0	68 17 6	...	...	...
Minnigaff	...	...	120 12 0	201 17 6	...	...	...
New Abbey	...	...	87 12 0	156 5 0	...	4 1 6	2 17 0
Parton	...	...	28 4 0	61 6 6	...	...	...
Rerrick	34 4 5	...	136 16 0	276 11 0	...	5 7 0	4 1 0
Terregles	35 1 2	...	24 0 0	37 1 6	...	...	...
Tongland	...	...	52 4 0	73 13 6	...	...	0 12 0
Troqueer	59 12 2	...	399 0 0	713 14 4	...	...	1 4 0
Twynholm	...	...	66 12 0	107 11 6	...	...	2 11 0
Urr	...	...	451 4 0	676 0 0	...	16 2 0	...
Total of Kirkcudbright	739 9 7	206 1 7	3,411 0 0	5,948 7 4	...	47 17 6	33 16 6

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
	d.	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*
251 15 8	6	...	...	153 9 8	...	...	...	16 1 9	1,131 19 8	...
202 15 9	7	...	...	...	...	...	...	...	438 7 0	...
390 0 0	9	...	...	...	...	...	...	10 0 0	727 14 4	5 16 4
700 0 0	9½	...	...	...	6 10 0	0 5 0	...	*62 15 10	2,003 2 2	...
325 0 0	5½	...	...	...	...	...	...	...	661 3 8	59 4 0
178 14 5	8½	...	...	...	...	...	0 16 5	0 3 0	453 2 1	...
6,820 16 9	...	495 11 4	27 0 6	167 14 7	29 18 4	0 5 0	3 5 9	387 7 10	17,848 11 3	405 1 9
70 0 0	3½	...	...	...	...	...	...	...	226 5 11	...
250 0 0	6	...	15 0 0	14 7 0	0 5 5	...	...	1 5 0	490 14 5	44 14 1
250 0 0	4	...	...	...	...	...	...	3 0 7	808 19 5	...
170 0 0	2½	...	...	...	...	...	...	0 10 0	332 7 9	7 2 5
140 0 0	3½	...	...	...	...	...	...	2 1 0	265 0 6	49 0 6
880 0 0	...	...	15 0 0	14 7 0	0 5 5	...	...	6 16 7	2,123 8 0	100 17 0
130 0 0	6	...	25 17 7	57 9 0	...	...	0 0 1	...	466 6 0	14 16 2
248 7 3	7	...	40 0 0	...	...	...	...	...	483 15 3	42 11 4
250 0 0	7	...	...	...	...	...	...	...	457 6 7	...
158 8 10	6	600 0 0	11 2 2	...	...	...	0 8 6	...	912 6 0	74 15 4
150 0 0	3½	...	94 10 11	...	...	...	1 5 10	...	639 8 7	...
235 0 0	5½	...	8 9 11	...	...	...	0 3 6	0 18 0	437 8 11	...
112 6 5	3	...	12 10 0	...	...	...	0 4 1	...	232 5 0	...
400 0 0	9½	...	...	...	...	...	...	1 0 0	695 1 6	...
102 6 1	4	...	...	...	...	...	0 8 6	16 5 0	328 13 5	...
320 0 2	6	...	...	...	...	...	...	...	642 16 2	115 16 11
258 0 9	6	...	30 0 0	25 2 4	...	...	0 12 11	...	620 5 4	...
190 0 0	6	...	...	...	...	...	...	...	370 19 6	56 2 8
150 0 0	4	...	0 8 0	...	...	...	0 1 1	...	370 6 11	...
258 8 9	6	...	12 10 0	...	9 5 9	...	0 16 6	5 13 2	557 1 8	47 4 0
...	...	...	...	26 0 0	...	...	...	...	113 5 6	54 11 4
450 0 0	4½	200 0 0	...	...	...	0 2 6	...	0 2 0	1,763 4 1	90 8 10
194 13 9	5½	...	30 16 3	...	...	...	...	3 0 0	426 11 6	94 9 11
450 0 0	5	...	381 10 10	...	...	...	...	...	1,824 8 11	...
126 8 7	4½	...	...	...	...	...	...	...	306 13 7	...
170 0 0	4	...	50 0 0	...	...	...	0 2 0	9 4 0	691 1 9	169 7 11
176 8 0	6	...	2 13 4	...	...	...	...	...	254 13 4	158 0 11
59 12 3	2	...	...	...	...	...	0 4 3	5 6 0	210 19 9	...
170 0 0	4½	...	2 3 11	...	...	...	...	...	494 13 5	219 2 3
250 0 0	9¼	...	7 19 1	...	...	...	0 0 2	...	508 14 9	156 6 5
120 1 8	6	...	...	...	...	...	...	...	209 12 2	53 4 0
379 19 7	5½	...	...	...	...	...	...	...	836 19 0	...
129 5 0	6	...	0 18 10	...	...	...	0 2 2	...	226 8 8	...
300 0 0	7	...	...	...	...	...	...	...	426 9 6	...
725 0 0	5½	...	...	...	...	0 15 0	0 4 11	0 6 4	1,899 16 9	48 17 15
265 0 0	9	180 0 0	...	...	...	...	0 3 11	†142 15 0	764 13 5	12 0 10
670 0 0	7	...	4 0 0	27 3 1	...	...	...	7 19 10	1,852 8 11	87 15 0
7 599 7 1	...	980 0 0	715 10 10	135 14 5	9 5 9	0 17 6	4 18 5	192 9 4	20,024 15 10	1,495 11 8

* Rents, £58. † Teacher's House sold, £142.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c. for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK.							
Airdrie (B.)	...	188 2 4	1,336 4 0	2,714 9 7	475 6 9	125 17 11	50 0 0
Avondale	...	2 13 9	369 0 0	754 4 4	...	31 19 6	...
Biggar	...	...	179 8 0	343 12 0	...	...	...
Blantyre	...	...	751 4 0	1,218 11 6	...	...	...
Bothwell	2,136 0 10	56 3 4	2,234 12 0	4,359 15 7	...	184 10 6	...
Cadder	155 0 8	...	597 12 0	936 1 6	...	33 18 9	...
Calderhead	...	...	170 8 0	288 16 10	...	12 6 0	...
Allanton (Comb.)	24 13 2	...	65 8 0	107 3 6	...	...	...
Cambuslang	1,757 10 4	235 19 7	1,339 4 0	2,400 9 8	...	120 8 0	...
Cambusnethan	...	33 3 0	1,242 12 0	1,962 3 9	...	73 16 6	...
Carluke	...	16 12 2	732 0 0	1,244 6 10	...	61 9 6	...
Carmichael	4 13 0	...	35 8 0	75 0 6	...	...	...
Carmunnock	...	...	53 8 0	99 15 0	...	5 14 6	...
Carnwath	62 14 8	...	543 0 0	790 7 2	...	3 12 0	...
Carstairs	74 9 6	...	82 16 0	146 11 0	...	4 14 0	...
Clarkston	...	...	799 4 0	1,466 17 6	104 12 1	69 9 6	...
Covington and Thankerton	...	...	31 16 0	66 11 0	...	...	...
Crawford	58 19 11	...	57 0 0	147 10 6	...	...	...
Crawfordjohn	83 18 7	...	78 12 0	170 6 6	...	...	...
Culter	18 1 5	8 12 2	28 4 0	56 9 0	...	...	...
Dalserf	...	...	268 4 0	473 11 0	...	17 11 0	...
Dalziel	287 0 10	...	1,488 0 0	2,637 2 6	...	231 17 6	...
Dolphinton	16 16 3	...	29 8 0	59 14 0	...	...	...
Douglas	49 1 10	...	199 4 0	364 18 2	...	24 1 0	...
Dunsyre	18 1 0	...	15 12 0	42 0 6	...	...	...
East Kilbride	...	...	247 16 0	865 12 10	...	24 6 0	...
Glasgow (B.)	22,363 5 7	10,538 4 7	32,564 4 0	61,536 7 6	...	6461 16 8	...
Glassford	31 13 3	...	123 12 0	191 0 0	...	...	...
Govan	10,216 0 5	6,033 4 4	10,498 16 0	19,545 7 4	...	1965 16 6	...
Hamilton (B.)	...	158 4 9	1,001 8 0	1,557 15 8	...	48 17 6	...
Hamilton (L.)	3,251 19 9	...	1,435 4 0	2,510 13 8	...	172 0 6	...
Lanark (B.)	46 14 10	123 0 8	432 12 0	877 15 6	126 0 0	78 15 6	...
Lanark (L.)	34 19 6	...	96 0 0	198 11 6	...	...	...
Larkhall	...	0 10 4	790 4 0	1,466 16 0	198 8 5	87 7 6	...
Leadhills	...	...	103 16 0	179 14 0	23 9 1	4 19 0	...
Lesmahagow	1,556 17 0	17 18 6	935 8 0	1,750 0 7	...	5 18 0	...
Libberton	...	...	36 12 0	72 19 0	...	...	...
Maryhill	1,795 6 5	9 10 0	1,522 16 0	2,852 1 4	...	163 14 0	...
New Monkland	...	...	644 8 0	1,098 15 10	...	13 2 6	...
Old Monkland	1,044 9 8	455 5 0	2,294 8 0	4,273 5 3	...	779 18 9	...
Pettinain	...	...	15 12 0	...	...	...	...
Rutherglen (including B.)	945 12 1	450 4 4	1,096 4 0	1,782 1 9	...	87 8 0	...
Shettleston	...	...	786 12 0	1,274 17 9	...	76 15 6	...
Millerston (Comb.)	...	...	74 8 0	127 8 6	...	7 10 0	...
Shotts	...	..	613 4 0	1,002 18 6	..	36 3 6	...
Springburn	...	...	691 16 0	1,222 13 6	119 14 9	73 7 0	...
Stonehouse	...	6 1 3	285 12 0	490 6 0	43 16 8	12 18 6	...
Sandford (Comb.)	...	...	39 12 0	70 17 6	...	...	...
Symington	16 17 8	...	40 4 0	63 0 11	...	...	...
Walston	...	...	15 0 0	...	...	...	...
Wandell and Lamington	37 8 7	1 10 11	16 4 0	40 11 6	...	...	...
Wiston and Roberton	30 0 8	...	40 16 0	99 16 6	...	...	...
Total of Lanark	46,068 7 5	18,335 1 0	69,169 16 0	128,077 17 10	1,091 7 9	11,102 1 1	50 0 0

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,250 0 0	8	...	13 7 7	...	...	...	...	36 13 9	6,190 1 11	495 6 6
1,019 4 0	7	...	...	...	...	...	...	5 0 0	2,182 1 7	...
295 0 0	7	...	57 11 1	...	...	...	...	5 13 2	881 4 3	113 9 4
1,350 0 0	9½	1,850 0 0	...	...	100 10 11	1 2 6	...	6 15 0	5,278 3 11	...
4,500 0 0	8½	2,800 0 0	10 2 0	...	330 13 10	6 0 0	2 4 10	78 6 5	16,698 9 4	...
2,000 0 0	11	...	...	...	78 0 1	...	...	0 15 0	£3,801 8 0	724 10 11
618 3 3	7½	...	...	...	5 14 11	1 0 0	...	38 17 8	1,135 6 8	160 4 9
...	...	...	...	66 0 0	...	...	0 4 10	...	263 9 6	...
2,500 0 0	7	4,630 0 0	...	...	182 6 9	1 5 0	13 8 11	*96 9 6	13,277 1 9	...
2,400 0 0	10	...	...	...	11 1 6	...	...	55 19 10	5,778 16 7	738 0 6
1,000 0 0	6½	...	...	...	149 14 10	...	...	49 1 8	3,253 5 0	552 10 8
90 0 0	2½	...	...	...	...	...	...	...	205 1 6	...
349 11 11	6½	...	...	...	6 18 3	...	...	...	515 7 8	199 17 2
1,000 0 0	8	...	...	...	78 14 6	...	...	*84 0 0	2,562 8 4	59 2 9
136 12 7	2½	...	...	...	...	...	0 19 4	...	446 2 5	...
913 14 4	5½	...	...	36 3 1	127 9 9	...	0 3 4	*33 11 1	3,551 4 8	112 14 8
107 11 7	5½	...	8 12 6	...	...	...	...	...	214 11 1	23 18 10
326 11 7	5	...	...	...	...	...	...	...	590 2 0	...
296 14 10	7	...	...	...	...	...	0 14 9	...	630 6 8	...
139 2 3	6	...	3 2 0	...	...	...	...	...	253 10 10	...
348 16 3	6	...	...	...	44 8 6	...	...	1 5 8	1,153 16 5	115 18 6
2,300 0 0	7	2,800 0 0	3 5 0	14 0 0	164 11 5	1 17 6	...	*39 19 6	9,917 14 3	1,365 8 3
65 14 9	6	...	18 6 6	11 8 4	...	...	0 5 5	...	201 13 3	...
540 0 0	6	...	...	2 19 11	...	...	3 12 9	2 17 0	1,186 14 8	...
50 0 0	3	...	...	...	1 15 6	...	...	...	127 9 0	...
550 0 0	4½	400 0 0	0 13 7	...	38 1 3	...	...	18 0 0	2,144 9 8	58 7 3
85,429 10 5	8	34,240 0 0	41 4 2	...	2,105 5 2	65 17 0	...	†706 17 7	256,052 12 8	...
250 0 0	7	...	...	...	...	...	0 3 7	...	596 8 10	...
19,800 0 0	7	22,800 0 0	...	..	578 10 8	31 10 0	112 17 11	‡547 0 4	92,129 3 6	...
1,550 0 0	6½	600 0 0	...	...	...	5 15 6	...	18 2 5	4,940 3 10	1,824 19 9
3,140 0 0	7	...	...	...	230 18 5	...	11 16 9	29 9 4	10,782 2 5	†
200 0 0	5	...	140 0 0	...	...	...	5 7 1	22 17 4	2,053 2 11	...
350 0 0	5	...	...	...	...	...	...	1 18 10	681 9 10	...
732 7 7	7	...	...	...	291 2 7	...	...	16 15 9	3,583 12 2	43 9 1
159 9 11	1/2⅔	...	1 6 0	...	...	...	...	...	472 14 0	3 15 10
1,900 0 0	8	...	...	...	116 18 8	...	0 12 11	...	6,283 13 8	...
110 0 0	4	...	...	...	...	...	...	...	219 11 0	16 19 5
4,000 0 0	10½	1,100 0 0	...	...	45 6 0	...	22 7 10	§78 1 0	11,589 2 7	...
900 0 0	6	...	...	...	...	...	0 0 5	4 10 0	2,660 16 9	217 13 2
3,750 0 0	5	2,600 0 0	...	...	390 10 4	39 1 0	5 16 4	‖515 3 3	16,147 17 7	1,123 6 11
65 0 0	4	...	0 9 3	...	3 5 0	...	...	...	84 6 3	3 6 10
1,550 0 0	6	2,300 0 0	40 0 0	...	170 5 7	...	2 5 5	49 9 1	8,473 10 3	477 8 1
1,950 0 0	1/1½	5,000 0 0	5 12 1	...	...	1 7 6	...	3 4 0	9,098 8 10	...
...	...	...	...	120 8 10	2 0 9	...	...	...	331 16 1	204 7 0
1,100 0 0	6	...	2 19 0	...	77 18 7	...	...	20 3 0	2,853 6 7	476 1 10
950 0 0	1/1	...	...	137 15 0	2 0 5	...	...	3 17 8	3,201 4 4	1,362 3 2
330 19 3	7	...	...	49 4 0	...	...	...	2 8 0	1,221 5 8	36 1 7
...	...	...	...	38 12 6	...	...	...	...	149 2 0	150 0 4
60 0 0	4	...	...	...	...	...	0 8 10	0 3 0	180 14 5	9 6 7
68 14 2	6	...	...	...	...	...	...	...	83 14 2	8 8 4
80 0 0	3	...	...	...	...	...	0 2 11	...	175 17 11	...
138 1 5	4½	...	...	...	...	...	0 5 7	...	309 0 2	...
152,711 0 1	...	81,120 0 0	346 10 9	476 11 8	5,334 4 2	154 16 0	183 19 9	2,573 5 10	516,794 19 4	10,676 18 0

* Rents, &c. † Rents, £320, 10s. 9d. Open Playgrounds, £105, 10s. ‡ Govan Trades School, £328, 6s. 6d.
§ Iron School, &c., sold, £66, 6s. ‖ Rents, £120. Boundary Wall, £77, 6s. Donations, £50.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(*a*) Annual Grants.	(*b*) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW.							
Abercorn	44 12 4	...	68 8 0	103 11 6	...	...	...
Bathgate (B.)	32 16 5	...	*...	...	...	...	...
Bathgate (Comb.)	...	...	190 4 0	317 12 0	...	17 15 6	10 0 0
Bathgate (L.)	...	5 10 9	393 0 0	675 8 6	...	18 14 0	...
Borrowstounness	...	10 10 0	664 16 0	1,114 19 8	...	67 12 0	34 8 11
Carriden	...	...	231 0 0	410 15 0	...	26 19 6	10 0 0
Dalmeny (including B. of Queensferry)	284 8 8	...	225 12 0	379 3 0	...	...	...
Ecclesmachen	...	...	52 4 0	100 0 0	...	...	...
Craigbinning (Comb.)	2 13 7	...	33 12 0	38 14 6	...	...	...
Kirkliston	...	...	340 4 0	444 0 0	...	...	...
Linlithgow (B.)	...	...	262 16 0	383 5 0	...	7 13 0	...
Linlithgow (L.)	...	...	349 4 0	607 8 4	...	22 15 2	...
Livingstone	...	...	129 0 0	170 15 0	...	...	...
Torphichen	...	...	183 0 0	368 14 0	...	2 11 0	...
Uphall	...	...	721 4 0	1,063 4 0	...	62 9 2	15 0 0
Whitburn	76 11 7	...	320 8 0	520 10 4	...	23 18 0	...
Total of Linlithgow	441 2 7	16 0 9	4,164 12 0	6,698 0 10	...	250 7 4	69 8 11
NAIRN.							
Ardclach	55 2 11	1 0 0	40 4 0	119 4 0	...	...	...
Auldearn	...	...	79 16 0	138 1 0	...	...	...
Cawdor	141 17 8	...	114 0 0	194 15 0	...	...	...
Croy and Dalcross	...	...	93 12 0	172 13 6	...	...	...
Nairn (B.)	...	...	359 8 0	545 16 8	108 1 3	9 0 0	...
Nairn (L.)	...	...	86 8 0	180 2 1	...	...	...
Total of Nairn	197 0 7	1 0 0	773 8 0	1,300 12 3	108 1 3	9 0 0	...
ORKNEY.							
Birsay and Harray	181 17 4	...	174 12 0	338 14 6	54 4 6	...	...
Cross and Burness and North Ronaldshay	...	...	96 0 0	202 2 0	...	...	...
Evie and Rendall	...	...	97 4 0	231 15 2	24 6 9	...	...
Firth and Stennis	53 9 4	...	107 8 0	222 6 6	36 10 2	10 0	...
Holm	17 12 2	...	66 12 0	129 5 6	17 11 6	...	...
Hoy and Græmsay	34 2 6	...	56 8 0	139 1 6	24 7 6	...	...
Kirkwall (B.)	...	50 15 6	378 12 0	651 2 0	...	...	...
Kirkwall (L.) and St. Ola	51 5 7	1 6 1	15 0 0	41 18 6	...	...	...
Lady	...	14 11	89 8 0	213 1 6	...	...	...
Orphir	29 9 2	...	75 12 0	150 18 8	16 15 1	...	...
Rousay and Egilshay	...	...	94 4 0	258 6 1	25 3 8	...	...
St. Andrews and Deerness	...	...	122 8 0	266 7 6	25 1 6	25 10 0	...
Sandwick	54 12 9	...	54 0 0	104 8 6	7 14 8	...	...
Shapinshay	125 2 4	17 6	72 12 0	130 17 6	...	...	...
South Ronaldshay and Burray	143 4 6	23 9 6	239 8 0	463 12 0	88 9 5	...	...
Stromness	...	...	183 12 0	462 0 6	68 7 9	13 13 0	...
Stronsay and Eday	...	...	124 16 0	253 16 0	10 9 5	...	...
Walls and Flotta	...	...	197 12 0	311 4 2	46 1 1	...	...
Westray and Papa Westray	157 7 2	...	190 16 0	380 13 2	55 17 0	...	...
Total of Orkney	848 2 10	77 3 6	2,436 4 0	4,946 11 3	501 0 0	39 13 0	...
PEEBLES.							
Drumelzier	9 7 2	...	17 8 0	42 12 6	...	...	...
Eddlestone	...	...	45 12 0	84 17 6	...	...	...
Innerleithen	...	8 9 2	362 8 0	575 14 0	...	23 14 6	...
Kilbucho, Broughton, and Glenholm	...	...	41 8 0	91 7 6	...	...	...

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
304 1 9	7½	...	...	...	20 8 4	...	...	0 8 6	541 10 5	...
230 0 0	4½	240 0 0	...	...	...	...	0 0 6	...	502 16 11	...
...	...	...	...	477 3 2	...	...	0 0 6	...	1,012 15 2	252 6 8
650 0 0	6	...	...	...	...	...	...	58 2 8	1,800 15 11	61 19 3
1,100 0 0	11	...	22 10 0	...	74 13 9	...	...	28 12 5	3,118 2 9	334 12 7
300 0 0	7½	...	...	...	33 2 0	0 15 0	...	9 16 1	1,022 7 7	112 10 3
459 13 5	3	...	44 4 4	..	...	2 15 0	1 13 2	1 17 0	1,399 6 7	...
155 2 5	4½	...	...	..	...	...	0 0 3	...	307 6 8	16 9 3
...	...	...	...	...	...	...	...	...	75 0 1	...
719 12 8	6	280 0 0	...	...	...	...	...	0 5 0	1,784 1 8	395 10 5
440 0 0	8⅓	...	...	...	...	...	...	...	1,093 14 0	454 10 4
750 0 0	7½	...	...	...	...	...	...	20 5 8	1,749 13 2	218 17 8
300 0 0	5	...	...	...	...	...	...	...	599 15 0	...
380 0 0	9	...	...	...	...	...	...	2 16 6	937 1 6	84 14 0
1,080 0 0	5	...	...	...	...	...	...	10 4 5	2,952 1 7	...
596 4 2	7	...	...	...	...	...	...	9 0 0	1,546 12 1	...
7,464 14 5	...	520 0 0	66 14 4	477 3 2	128 4 1	3 10 0	1 14 5	141 8 3	20,443 1 1	1,931 10 5
195 9 9	8½	150 0 0	91 1 8	...	...	...	...	...	652 2 4	...
132 0 0	1⅔	...	...	...	...	...	...	...	349 17 0	29 12 6
122 1 6	6	...	...	...	...	...	0 18 4	...	573 12 6	...
350 0 0	1/2	...	...	...	...	...	...	1 0 0	617 5 6	25 4 9
467 0 0	9½	...	5 17 8	...	...	...	...	0 7 6	1,495 11 1	492 8 9
168 1 8	8	...	...	...	...	...	0 5 11	...	384 17 8	2 15 0
1,434 12 11	...	150 0 0	96 19 4	...	...	...	1 4 3	1 7 6	4,073 6 1	550 1 0
80 0 0	5½	...	...	6 0 0	...	...	2 15 2	1 10 0	834 13 6	...
128 19 0	1/2	...	...	...	...	...	...	30 0 0	457 1 0	223 13 10
126 10 4	1/	380 0 0	...	...	...	...	...	5 0 0	864 16 3	2 3 11
80 15 7	7½	850 0 0	...	...	...	...	...	9 16 0	1,360 15 7	...
118 12 5	10¼	...	13 15 9	...	...	...	...	...	363 9 4	...
24 8 6	8	...	...	...	...	...	...	3 4 6	281 12 6	...
615 0 0	1/4	...	...	...	...	...	...	62 4 8	1,757 14 2	494 2 3
51 0 0	8½	...	...	...	...	...	0 6 1	...	160 16 3	44 11 8
198 0 6	1/2	...	...	...	...	...	...	...	501 4 11	321 13 11
26 15 7	3	...	...	...	...	...	0 8 8	...	299 19 2	...
100 0 0	8	...	25 0 0	...	...	...	...	2 16 0	505 9 9	...
95 0 0	5	...	51 17 6	...	...	...	...	5 10 0	591 14 6	69 8 5
68 13 0	6	...	...	...	...	...	0 6 7	...	289 15 6	...
...	*	...	...	...	...	...	1 4 8	...	330 14 0	36 6 6
...	...									
100 0 0	6	...	180 0 0	...	...	...	1 3 7	14 9 0	1,253 7 0	...
78 0 0	5	...	...	...	...	...	0 4 7	10 15 8	816 13 6	159 6 10
237 18 8	1/	...	70 0 0	...	...	...	...	1 1 0	698 1 1	101 9 5
18 12 0	3	...	...	...	...	...	...	...	573 9 3	225 5 0
70 14 0	6	...	3 0 0	...	...	...	0 5 1	1 18 1	860 10 6	...
2,218 19 7	...	1,230 0 0	343 13 3	6 0 0	...	...	6 14 5	147 15 11	12,801 17 9	1,678 1 9
100 18 7	7½	...	0 10 5	...	...	...	...	...	170 16 8	...
224 0 7	5¼	...	...	...	...	...	0 0 9	0 15 11	355 6 9	28 5 1
500 0 0	8	...	...	...	6 12 10	...	...	26 17 8	1,503 16 2	...
300 0 0	7½	...	...	...	...	...	...	...	432 15 6	...

* No Assessment for 1892–93.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c. for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLES—*contd.*							
Kirkurd	43 12 3	...	28 4 0	56 16 0	...	...	...
Lyne and Megget	...	...	18 12 0	42 19 6	...	...	...
Manor	...	...	24 0 0	54 9 6	...	...	...
Newlands	...	...	54 12 0	99 8 6	...	...	...
Peebles (including B.)	...	...	382 16 0	633 15 0	...	16 5 0	...
Skirling	0 8 0	...	23 8 0	48 19 6	...	...	...
Stobo	54 7 6	...	27 0 0	51 7 0	...	...	...
Traquair	5 7 2	...	38 8 0	58 10 0	...	...	...
Tweedsmuir	1 4 0	...	...	...	...	...	...
West Linton	...	...	33 12 0	53 2 0	...	...	...
Total of Peebles	114 6 1	8 9 2	1,097 8 0	1,893 18 6	...	39 19 6	...
PERTH.							
Aberdalgie	38 12 0	...	19 16 0	43 19 0	...	...	8 0 0
Aberfoyle	...	...	76 16 0	120 11 6	...	...	...
Abernethy	73 12 5	...	120 12 0	206 2 6	...	...	...
Abernyte	0 7 7	...	40 4 0	58 12 0	...	...	15 0 0
Alyth	178 14 6	...	273 0 0	496 15 4	...	...	17 2 0
Amulree	49 1 2	...	18 12 0	60 19 6	...	...	...
Ardoch	67 19 7	...	57 0 0	49 4 4	...	1 8 6	20 0 0
Arngask	32 16 7	...	42 12 0	60 0 6	...	...	...
Auchterarder	...	...	272 8 0	439 14 2	...	16 4 0	50 0 0
Auchtergaven	...	...	101 8 0	181 5 0	...	6 6 6	...
Stanley (Comb.)	34 19 2	...	110 8 0	200 3 0	...	7 1 6	35 0 0
Balquhidder	73 0 11	...	33 0 0	85 8 6	...	...	20 0 0
Bendochy	18 18 0	...	18 12 0	37 1 6	...	...	...
Blackford	51 18 2	...	96 12 0	132 17 6	...	...	29 10 8
Blair-Athol	457 5 10	...	144 12 0	328 9 0	...	...	...
Blairgowrie	56 15 8	...	340 16 0	647 1 6	...	26 12 0	...
Blairingone	...	...	40 16 0	71 18 6	...	...	...
Callander	...	91 12 6	146 8 0	240 5 0	...	...	50 0 0
Caputh	53 13 6	...	48 0 0	90 12 0	...	...	...
Cargill	51 7 9	...	91 16 0	157 10 6	...	...	...
Clunie	...	...	52 16 0	94 19 0	...	...	12 0 0
Collace	...	...	54 12 0	78 19 0	...	...	12 0 0
Comrie	...	...	109 16 0	219 19 0	...	...	...
Crieff	...	...	296 8 0	640 6 10	...	20 12 6	...
Dron	7 7 0	...	19 16 0	17 12 10	...	...	...
Dull	...	4 0 0	220 16 0	436 14 11	...	9 2 0	40 0 0
Dunbarney	36 18 1	...	85 16 0	133 14 0	...	6 14 0	...
Dunblane	...	...	201 0 0	322 2 0	...	8 11 0	29 19 6
Dunkeld and Dowally	...	...	69 12 0	134 19 0	...	2 4 0	...
Dunning	2 7 5	...	105 0 0	166 11 6	...	4 13 6	27 0 0
Errol	85 15 5	...	117 0 0	171 10 6	...	...	70 0 0
Findo-Gask	...	...	34 16 0	64 3 6	...	...	...
Forgandenny	...	...	48 12 0	80 19 0	...	...	...
Forteviot	78 17 2	...	55 4 0	111 1 0	...	...	12 0 0
Fortingall	21 15 9	2 11 6	38 8 0	74 16 0	...	...	...
Fowlis, Easter	...	...	28 4 0	48 15 6	...	...	...
Fowlis, Wester	22 7 6	...	69 12 0	137 1 0	...	...	...
Gartmore	...	...	44 8 0	76 13 6	...	...	...
Glendevon	41 9 6	...	11 8 0	34 5 0	...	...	...
Inchture	...	...	57 0 0	97 8 0	...	...	40 0 0
Innerwick (Glenlyon)	30 16 5	2 11 0	14 8 0	46 1 0	...	...	...
Kenmore	204 16 6	...	115 16 0	280 12 0	...	...	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
125 13 11	10	...	...	...	...	...	...	...	254 6 2	...
85 10 0	1/	...	...	...	...	...	...	25 12 0	172 13 6	3 2 7
82 19 5	4½	...	...	...	...	...	...	...	161 8 11	64 14 2
300 0 0	9	...	...	...	...	...	0 1 10	5 0 0	459 2 4	65 6 11
1,150 0 0	10½	...	...	...	...	...	...	9 17 6	2,192 13 6	287 2 9
60 0 8	5½	...	...	...	...	...	...	...	132 16 2	1 11 8
118 0 9	4½	...	...	...	...	...	0 4 1	...	250 19 4	...
166 16 6	6	...	...	...	...	...	...	16 10 7	285 12 3	...
145 2 4	6	...	...	...	...	...	...	...	146 6 4	0 7 8
210 0 0	4	...	...	...	...	...	0 5 8	20 2 6	317 2 2	38 4 3
3,569 2 9	...	...	0 10 5	...	6 12 10	...	0 12 4	104 16 2	6,835 15 9	488 15 1
119 18 11	7	...	...	...	4 5 4	...	...	...	234 11 3	...
230 0 0	4	...	...	...	...	...	...	...	427 7 6	95 11 1
199 16 4	2	...	...	...	...	0 12 0	...	0 6 9	601 2 0	...
80 13 7	8	...	...	18 0 0	...	...	...	1 19 0	214 16 2	...
500 0 0	6	...	...	...	1 18 0	...	...	10 18 0	1,478 2 10	...
157 4 9	4½	...	...	...	...	...	0 1 0	...	285 18 5	...
194 6 1	3½	194 5 0	2 4 0	...	...	...	1 8 4	...	587 15 10	...
89 2 6	4	...	...	...	...	...	0 12 3	2 19 0	228 2 10	...
726 18 8	10	...	...	...	...	...	...	12 18 3	1,518 3 1	...
350 0 0	7	...	...	0 14 0	...	...	...	...	639 13 6	27 10 7
...	...	...	...	113 14 2	...	...	0 7 5	3 0 0	504 13 3	...
55 9 2	1½	...	16 13 0	...	...	...	0 19 5	...	284 11 0	...
140 0 0	4	...	...	...	...	...	...	...	214 11 6	...
284 6 7	4½	...	...	...	...	...	0 9 0	1 18 6	597 12 5	...
347 16 11	3½	...	...	...	...	...	2 2 11	0 5 0	1,280 11 8	...
650 0 0	7	...	...	...	1 11 7	...	0 2 7	0 5 0	1,723 4 4	...
101 6 2	7	...	...	...	...	...	...	...	214 0 8	47 15 3
273 8 1	3½	2,400 0 0	230 0 0	...	...	...	...	...	3,431 13 7	136 16 2
263 6 8	6	...	...	...	...	...	0 5 0	...	455 17 2	...
250 0 0	5	...	...	...	...	...	0 2 6	...	550 16 9	...
150 0 0	5	...	...	...	...	...	0 2 3	0 2 0	309 19 3	...
95 7 9	7	...	...	...	...	...	0 2 11	0 3 0	241 4 8	...
272 19 2	4	200 0 0	...	...	...	...	...	17 12 10	820 7 0	104 9 1
518 4 6	4	...	...	...	0 12 1	...	0 0 5	36 6 8	1,512 11 0	313 2 7
45 0 0	3	...	...	...	...	...	...	...	89 15 10	...
450 0 0	8	200 0 0	...	4 17 7	...	...	...	96 15 6	1,462 6 0	7 7 3
203 15 8	6	...	...	...	...	...	...	4 8 0	471 5 9	3 9 8
575 0 0	7½	...	5 12 4	...	...	...	...	1 2 0	1,143 6 10	39 9 8
280 12 6	9	...	150 0 0	...	...	...	...	3 0 0	640 7 6	1,158 15 3
153 13 11	3	...	...	...	...	...	...	...	459 6 4	30 1 7
390 5 2	5	...	...	2 10 0	...	...	...	...	887 1 1	...
97 2 4	5	...	...	...	...	...	...	...	196 1 10	2 1 7
200 0 0	6½	...	...	...	...	...	...	2 1 8	331 12 8	25 7 5
134 1 3	4½	...	...	10 17 9	...	...	0 0 10	1 15 0	403 17 0	...
113 15 9	6	...	...	2 0 0	...	...	0 2 8	0 5 0	253 14 8	...
118 0 0	10½	...	...	...	...	...	...	...	194 19 6	21 6 2
242 9 0	5	...	...	10 0 0	...	...	...	...	481 9 6	...
113 4 6	2½	...	...	...	...	...	0 1 0	...	234 7 0	18 0 0
85 7 2	4	...	5 0 0	...	...	...	0 6 7	...	177 16 3	...
200 13 5	5½	...	31 4 4	...	...	...	...	...	426 5 9	9 15 10
101 4 0	4½	...	...	...	...	...	0 2 0	...	195 2 5	...
350 0 0	9½	...	...	...	...	...	...	...	951 4 6	...

C

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education, under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*							
Killin	11 14 4	7 4 0	123 0 0	254 6 6	...	...	...
Kilmadock	...	...	180 0 0	270 1 6	...	6 1 6	40 0 0
Kilspindie	17 19 11	...	55 16 0	85 12 6	...	...	10 0 0
Kincardine	...	...	105 0 0	178 10 6	...	...	25 0 0
Kinclaven	80 5 5	...	21 12 0	48 4 0	...	...	15 0 0
Kinfauns	27 13 1	...	19 4 0	27 6 0	...	...	...
Kinloch Rannoch	...	...	60 12 0	143 16 0	...	...	20 0 0
Kinnaird	...	...	31 16 0	63 16 6	...	...	10 0 0
Kinnoull	190 1 4	...	*...	...	...	...	...
Balbeggie (Comb)	...	...	...	...	...	...	...
Balthayock (Comb.)	...	...	1 16 0	7 9 6	...	...	...
Kirkmichael	...	...	61 4 0	128 0 0	...	...	15 0 0
Lecropt	...	...	55 4 0	92 4 0	...	...	...
Lethendy and Kinloch	6 9 6	...	31 4 0	70 2 6	...	...	...
Little Dunkeld	27 10 5	...	131 8 0	265 2 6	...	...	...
Logierait	18 0 10	...	107 8 0	210 12 6	...	...	...
Longforgan	...	0 4 9	166 16 0	275 7 6	...	3 4 0	25 0 0
Madderty	8 2 5	...	30 12 0	60 6 6	...	...	...
Meigle	84 13 10	...	115 16 0	186 1 2	...	...	...
Methven	30 9 10	...	85 4 0	152 19 0	...	...	...
Moneydie	...	...	36 12 0	75 19 0	...	...	15 0 0
Monzie	35 17 3	...	37 16 0	72 7 0	...	...	...
Monzievaird and Strowan	68 15 0	...	25 4 0	61 18 6	...	...	...
Moulin	...	...	189 12 0	325 16 9	...	15 15 6	..
Muckhart	...	...	31 16 0	64 19 6	...	...	...
Muthill	49 19 9	...	94 16 0	175 14 6	...	7 18 8	...
Persie	...	...	48 12 0	110 7 0	...	...	...
Perth (B.)	2,070 15 7	13 9 6	1,855 16 0	3,288 12 7	...	606 18 6	250 0 0
Perth, East Parish (L.)	85 11 7	...	14 8 0	23 1 0	...	...	...
Port of Monteith	57 18 8	...	53 8 0	132 19 6	...	...	...
Rattray	...	...	236 8 0	344 15 0	...	10 11 0	...
Redgorton	45 6 2	...	92 8 0	132 2 0	...	0 8 4	20 0 0
Rhynd	11 1 0	...	30 12 0	58 2 0	...	...	...
St Madoes	52 14 3	...	47 8 0	61 15 6	...	...	15 0 0
St Martins	...	...	96 0 0	154 14 0	...	2 6 6	10 0 0
Scone	...	...	160 16 0	298 18 0	...	8 16 0	25 0 0
Tenandry	15 13 4	...	*...	...	...	...	...
Tibbermore	50 14 8	...	85 16 0	126 9 6	...	3 7 0	...
Trinity-Gask	...	...	24 12 0	45 13 0	...	...	...
Trossachs	...	...	23 8 0	66 0 0	...	...	...
Weem	122 1 7	...	27 0 0	47 11 0	...	...	...
Total of Perth	4,941 3 4	121 13 3	8,539 16 0	15,365 8 11	...	774 16 6	982 12 2
RENFREW.							
Abbey, Paisley (L.)	...	47 1 6	960 12 0	1,590 9 3	...	126 0 0	...
Cathcart	...	80 15 7	1,241 8 0	2,216 9 0	...	194 18 0	...
Eaglesham	35 15 9	....	89 8 0	139 15 0	...	...	...
Eastwood	33 9 11	...	945 6 0	1,720 9 2	...	74 5 0	...
Erskine	91 8 6	...	100 4 0	160 18 6	...	4 9 6	...
Gourock	...	5 13 0	328 4 0	602 10 0	...	45 14 6	...
Greenock (B.)	1,144 4 6	51 10 6	4,023 12 0	7,646 13 11	...	317 17 6	...
Greenock, East Parish (L.)	...	...	208 16 0	389 5 0	...	12 13 6	...
Greenock, West Parish (L.)	1 12 1	...	*...	...	...	...	...
Houston and Killellan	...	...	192 0 0	328 15 6	...	5 0 6	...

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
499 18 10	8½	400 0 0	...	...	...	...	...	...	1,296 3 8	...
500 0 0	5	1,000 0 0	...	...	16 4 11	...	...	15 0 0	2,027 7 11	...
124 17 4	5½	...	...	...	...	...	...	...	294 5 9	...
242 0 10	4½	...	...	43 4 2	...	...	...	16 4 8	610 0 2	27 10 0
166 8 8	5	...	...	...	...	...	0 7 10	...	331 17 11	...
141 18 11	3½	...	...	...	...	...	..	...	216 2 0	...
306 1 4	6	...	...	...	...	...	...	30 1 3	560 10 7	9 0 11
105 8 2	9½	...	17 18 3	14 0 0	...	...	...	...	242 18 11	...
70 0 0	6	...	...	§18 0 0	...	...	0 11 3	...	278 12 7	...
...	...	...	...	.	...	...	...	93 3 11	93 3 11	...
...	...	...	...	...	...	...	...	...	9 5 6	63 5 6
303 2 4	5½	...	...	30 1 6	...	...	...	...	537 7 10	...
198 14 ‖	1/1	...	2 15 7	...	...	...	...	*36 12 3	385 10 7	...
113 12 ‖	5	...	...	...	...	...	0 1 4	...	221 9 7	...
424 12 8	6	...	...	38 11 7	5 1 10	...	...	0 3 0	892 10 0	...
216 19 10	3	...	...	60 0 0	...	...	...	...	613 1 2	26 13 8
540 0 0	8½	...	...	...	...	...	0 16 2	19 2 0	1,030 10 5	...
76 12 11	2½	...	...	...	...	...	...	...	175 13 10	42 4 1
268 6 3	6	...	...	...	...	...	1 0 3	8 14 8	664 12 2	...
136 13 10	3	...	...	...	...	...	0 3 10	...	405 10 6	...
84 3 2	6	...	...	..	...	...	...	...	211 14 2	12 16 11
92 18 7	4½	...	...	...	...	...	...	...	238 18 10	...
218 4 2	6½	...	17 12 10	...	...	...	0 2 7	...	391 17 1	...
537 16 3	6	...	...	...	...	...	...	10 5 0	1,079 5 6	386 9 8
144 0 0	6	...	12 6 4	...	...	...	...	...	253 1 10	38 12 4
226 0 9	4	...	15 0 0	...	...	...	...	1 0 0	570 9 8	...
226 7 7	6	...	...	...	...	...	...	...	385 6 7	...
4,331 0 6	7⅛	4,648 0 0	...	...	...	...	...	†1669 17 11	18,734 10 7	853 18 10
45 14 7	4	...	...	5 0 0	...	...	0 3 4	...	173 18 6	...
225 0 0	6	...	...	...	...	...	0 8 5	1 5 0	470 19 7	42 8 5
300 0 0	6¾	...	...	...	18 12 2	...	...	1 15 0	912 1 2	114 6 9
209 11 10	6	...	...	...	...	...	0 1 6	...	499 17 10	...
140 0 0	7	...	...	...	...	...	0 1 4	...	239 16 4	...
177 8 11	7	900 0 0	...	...	...	...	2 9 0	0 7 6	1,257 3 2	...
386 0 0	1/	...	...	8 0 0	...	...	0 0 8	...	657 1 2	...
309 3 6	7	...	...	...	...	...	1 1 6	3 16 0	807 11 0	...
...	...	...	...	...	...	...	0 1 0	...	15 14 4	...
236 10 6	4	...	...	...	...	...	0 4 11	...	503 2 7	...
94 10 3	4½	...	...	...	...	...	0 0 2	...	164 15 5	5 8 4
183 19 10	6½	...	...	...	...	...	...	...	273 7 10	31 15 0
80 0 0	4	...	...	...	...	...	0 6 0	12 12 0	289 10 7	...
22,588 9 10	-	9,942 5 0	506 6 8	379 10 ‖	48 5 11	0 12 0	15 10 ‖	2,117 16 4	66,324 6 10	3,702 9 7
1,950 0 0	9½	...	...	...	...	2 0 0	4 6 9	10 9 10	4,690 19 4	230 5 11
2,450 0 0	6¾	...	...	...	...	...	0 0 7	17 12 6	6,201 3 8	268 15 8
119 18 6	2	...	37 10 4	...	...	...	...	...	422 7 7	...
2,100 0 0	9	...	...	...	115 1 4	...	...	4 0 0	4,992 11 5	786 12 4
550 0 0	8½	...	...	...	...	...	...	0 10 0	907 10 6	...
830 0 0	6½	...	...	...	...	...	0 4 0	...	1,812 5 6	417 19 6
9,800 0 0	9	...	13 0 0	30 0 ‖	64 11 0	18 16 6	...	‡146 5 11	23,256 11 10	...
613 2 1	7½	...	...	...	...	...	—	7 14 9	1,231 11 4	90 3 7
55 0 0	2	...	...	...	...	...	...	...	56 12 1	...
465 0 0	9½	...	...	198 17 0	...	...	...	14 0 0	1,203 13 0	325 16 11

* Boundary Award, £33, 12s. 2d., from Logie. † Price of School, £1,500. ‡ Rents, £102, 6s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(*a*) Annual Grants.	(*b*) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*							
Inchinnan	23 5 6	...	45 0 0	77 19 6	...	...	...
Inverkip	...	...	71 8 0	249 14 1	...	3 0 0	...
Kilbarchan	...	...	330 0 0	680 18 6	...	...	...
Kilmalcolm	64 8 3	...	163 4 0	312 11 0	...	35 9 0	...
Levern	...	...	105 12 0	172 1 6	...	...	...
Lochwinnoch	46 8 0	1 6 11	265 4 0	416 10 6	...	11 16 0	...
Mearns	50 4 3	...	162 0 0	313 7 0	...	9 10 0	...
Busby (Comb.)	...	...	196 4 0	319 15 8	...	13 18 0	...
Neilston	...	19 7 6	819 0 0	1,084 5 0	...	138 17 6	...
Paisley (B.)	...	46 19 10	4,052 4 0	8,518 8 10	...	553 8 11	...
Port-Glasgow (B.)	...	17 5 0	930 0 0	1,679 13 0	...	110 15 6	...
Renfrew (B.)	...	...	567 12 0	925 3 3	...	43 18 0	...
Renfrew (L.)	...	...	372 0 0	601 13 1	...	6 15 6	...
Skelmorlie	122 15 5	...	76 16 0	145 15 0	...	...	...
Total of Renfrew	1,613 12 2	269 19 10	16,245 14 0	30,293 1 3	...	1,708 6 11	...
ROSS AND CROMARTY.							
MAINLAND.							
Alness	187 1 6	...	82 16 0	186 19 6	...	...	...
Applecross	109 14 0	...	130 16 0	298 2 4	20 2 10	...	...
Avoch	439 11 5	...	163 16 0	384 12 8	...	...	...
Carnoch	88 11 11	...	16 4 0	54 4 6	...	...	...
Contin	42 8 10	...	51 0 0	117 19 6	...	...	...
Cromarty (including B.)	...	...	275 16 0	83 4 8	...	...	...
Dingwall (including B.)	...	22 8 0	241 16 0	496 6 0	...	13 16 0	...
Edderton	23 9 0	...	42 12 0	98 8 0	...	...	...
Fearn	26 13 11	...	197 8 0	408 1 6	...	...	...
Fodderty	...	...	175 16 0	332 5 0	...	...	...
Gairloch	454 18 2	...	321 0 0	643 1 0	59 8 6	...	...
Glenshiel	7 6 9	...	18 12 0	58 6 6	...	...	...
Killearnan	71 18 3	...	52 4 0	116 3 6	...	...	...
Kilmuir-Easter	...	...	91 4 0	193 7 6	...	...	18 19 9
Kiltearn	126 13 5	...	103 4 0	*343 8 0	...	...	...
Kincardine	...	...	116 8 0	419 10 3	...	...	41 1 6
Kinlochluichart	22 14 3	...	33 0 0	82 0 6	...	...	...
Kintail	...	...	44 8 0	77 3 6	...	...	...
Knockbain	122 4 7	...	130 16 0	249 17 4	...	...	...
Lochalsh	...	...	149 8 0	369 13 6	19 14 9	...	...
Lochbroom	101 12 6	...	369 0 0	882 19 6	50 8 1	...	...
Lochcarron	...	...	132 12 0	257 11 6	...	...	...
Logie-Easter	...	...	75 12 0	151 7 6	...	...	6 0 0
Nigg	40 9 4	...	57 12 0	104 4 6	...	...	...
Resolis	...	...	111 0 0	199 2 6	...	...	...
Rosemarkie	75 9 9	38 10 3	144 12 0	259 9 6	...	...	...
Rosskeen	...	1 14 0	306 0 0	637 18 0	...	15 1 0	...
Tain (including B.)	...	...	177 0 0	333 10 11	...	...	21 3 9
Tarbat	1 10 6	...	137 8 0	296 14 0	...	...	...
Urquhart and Logie-Wester	227 17 5	...	191 8 0	390 8 9	...	...	...
Urray	...	...	150 0 0	289 18 0	...	...	...
INSULAR.							
Barvas	256 4 11	...	413 12 0	802 3 10	284 7 6	...	6 17 6
Lochs	389 7 2	...	346 4 0	637 7 2	203 14 9	...	...
Achmore (Comb.)	51 15 11	...	24 12 0	55 11 3	...	...	...
Stornoway	236 8 4	...	725 12 0	1,182 9 5	300 7 9	...	...
Uig	490 9 5	...	393 0 0	704 10 0	171 12 9	...	...
Total of Ross and Cromarty	3,594 11 3	62 12 3	6,193 8 0	12,258 1 7	1,109 16 11	28 17 0	94 2 6

* For two years.

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
195 0 10	8	...	...	...	...	...	...	...	341 5 10	...
250 1 6	7½	...	...	...	...	...	...	5 16 0	579 19 7	...
1,150 0 0	8	...	...	...	...	...	...	34 0 7	2,194 19 1	36 6 9
850 0 0	7	...	...	...	...	...	...	30 15 3	1,456 7 6	19 18 10
248 14 10	7	...	...	...	...	...	...	...	526 8 4	135 4 0
500 0 0	5½	...	...	...	...	0 10 0	...	4 10 0	1,246 5 5	...
500 0 0	5⅝	...	...	4 1 7	29 6 1	...	...	0 5 0	1,068 13 11	45 3 8
...	...	...	...	422 7 9	...	...	...	...	952 5 5	205 8 1
1,400 0 0	8	1,367 0 0	...	...	...	1 5 0	1 17 11	15 13 4	4,847 6 3	639 13 10
8,790 16 8	10	11,100 0 0	...	...	...	38 11 0	87 10 0	4 16 4	33,192 15 7	709 0 3
1,588 14 11	9	...	35 0 0	50 0 0	...	4 4 6	...	87 3 1	4,502 16 0	241 18 0
400 0 0	11½	...	223 11 0	20 0 0	18 19 10	1 5 0	...	1 3 2	2,201 12 3	249 16 0
900 0 0	10½	...	...	67 11 7	...	...	...	5 7 6	1,953 7 8	21 19 6
166 16 7	5	...	...	...	18 11 3	...	0 19 5	3 10 0	535 3 8	...
35,873 5 11	...	12,467 0 0	309 1 4	792 17 11	246 9 6	66 12 0	94 18 8	393 13 3	100,374 12 9	4,424 2 10
240 0 0	9	...	...	7 1 0	...	...	0 13 9	10 0 0	714 11 9	...
150 0 0	8	...	...	6 13 4	...	...	1 9 9	12 14 11	729 13 2	...
140 3 8	7	...	...	...	...	...	1 15 7	3 0 0	1,132 19 4	...
102 10 8	6	...	...	...	...	...	0 10 7	...	262 1 8	...
138 6 1	8	...	...	...	...	...	0 10 4	...	350 4 9	...
128 1 11	5	790 0 0	...	...	...	...	...	...	1,277 2 7	486 0 2
450 0 0	9	...	...	...	...	0 15 0	1 1 8	*108 13 3	1,334 15 11	...
86 11 0	4	...	...	...	...	...	0 3 6	...	251 3 6	...
224 6 0	7	...	...	...	...	...	...	...	856 9 5	...
290 0 0	4	...	...	...	...	...	...	...	798 1 0	325 1 6
80 0 0	2	...	...	...	8 5 3	...	5 4 9	35 17 0	1,607 14 8	...
130 0 0	10	...	...	...	...	...	...	...	214 5 3	5 7 0
68 17 10	4	...	...	...	...	...	0 14 0	...	309 17 7	...
239 3 0	11	...	...	...	...	...	0 1 0	...	542 15 3	...
40 3 2	1	...	...	...	...	...	1 2 5	...	614 11 0	...
429 10 3	8	...	...	...	...	0 7 6	...	28 0 0	1,034 17 5	...
116 0 1	2	...	...	...	...	1 0 0	0 2 6	30 0 0	284 17 4	...
170 0 0	8	...	...	23 13 6	...	...	...	...	315 5 0	22 13 10
188 12 4	6½	...	...	...	...	...	0 5 6	...	691 15 9	...
370 0 0	1/5	...	60 0 0	...	...	...	...	...	968 16 3	...
350 0 0	7	...	...	...	2 9 9	...	0 6 3	109 4 3	1,866 0 4	...
472 4 5	1/	...	...	...	...	...	...	...	862 7 11	...
197 15 1	10½	...	...	...	...	...	...	...	430 14 7	87 5 2
192 5 2	9	...	...	...	...	...	0 3 9	...	394 14 9	...
126 7 11	7	...	...	...	...	...	...	0 13 9	437 4 2	82 9 9
223 7 1	8	150 0 0	60 0 0	...	...	...	0 10 8	23 1 10	975 1 1	26 17 6
495 7 8	10	586 0 0	...	...	...	0 10 0	...	...	2,042 10 8	...
489 4 8	11	...	...	...	...	...	...	...	1,020 19 4	49 5 2
146 5 3	6	215 0 0	...	...	...	...	...	...	796 17 9	...
420 0 0	1/	...	...	...	...	...	...	...	1,229 14 2	...
277 12 9	6	...	...	...	...	...	...	...	717 10 9	194 13 11
60 0 0	6	...	...	...	8 15 10	5 3 6	5 7 2	†227 0 0	2,069 12 3	100 9 1
77 13 0	6	...	...	...	3 16 8	1 0 0	6 16 2	†577 5 2	2,243 4 1	...
...	...	...	...	...	0 10 7	...	0 12 6	†172 14 10	305 17 1	...
450 0 0	6	600 0 0	...	...	18 4 8	0 10 0	2 18 11	129 0 0	3,645 11 1	19 9 9
150 0 0	7	...	...	...	9 10 10	2 5 0	7 11 1	†400 0 0	2,388 19 1	...
7,910 8 11	...	2,341 0 0	120 0 0	37 7 10	51 13 7	11 11 0	38 1 10	1,867 5 0	35,718 17 8	1,399 12 10

* Music Classes, &c., £82, 3s. 3d.

† Probate Duty Grants under the Department Minutes of 21st December 1888 and 30th January 1891:—Barvas, £140; Lochs, £517, 5s. 2d.; Achmore (Comb.), £172, 14s. 10d.; Uig, £400.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROXBURGH.							
Ancrum	...	...	93 0 0	180 7 6	...	...	...
Bedrule	42 10 11	...	19 16 0	40 18 0	...	...	...
Bowden	...	...	54 12 0	97 18 6	...	...	5 0 0
Castleton	...	...	183 12 0	358 19 0	...	...	...
Cavers and Kirktown	123 3 1	...	128 8 0	238 8 0	...	...	10 0 0
Crailing	62 10 1	4 12 0	42 12 0	72 9 0	...	...	...
Eckford	9 18 4	...	58 16 0	94 14 6	...	...	...
Edgerston	63 8 4	...	26 8 0	55 12 6	...	...	...
Ednam	0 10 8	...	58 16 0	107 2 6	...	...	...
Hawick (B.)	...	12 18 9	1,528 16 0	2,348 2 10	344 15 8	93 17 0	...
Hawick (L.)	12 13 11	...	36 12 0	74 17 1	...	...	...
Hobkirk	...	...	52 4 0	80 18 6	...	...	...
Hownam	15 14 11	...	19 16 0	47 13 6	...	...	...
Jedburgh (B.)	...	11 19 0	201 0 0	394 18 2	...	13 0 0	...
Jedburgh (L.)	...	...	78 12 0	136 19 6	...	...	...
Kelso	...	99 15 6	315 12 0	474 13 0	...	...	...
Lilliesleaf	139 17 5	...	81 0 0	130 3 6	...	5 8 0	5 0 0
Linton	...	...	33 12 0	59 14 0	...	...	...
Makerston	...	...	36 12 0	75 18 6	...	2 2 0	...
Maxton	77 4 0	...	40 4 0	77 16 6	...	...	...
Melrose	220 12 7	...	499 12 0	601 7 7	...	30 9 0	...
Minto	21 11 1	...	40 4 0	67 13 0	...	...	...
Morebattle	36 7 1	...	65 8 0	121 19 6	...	5 18 6	...
Oxnam	...	...	22 4 0	45 9 0	...	...	...
Roberton	...	...	38 8 0	94 17 6	...	...	5 0 0
Roxburgh	19 1 0	...	93 0 0	159 3 4	...	...	...
St Boswells	185 14 11	...	66 12 0	92 10 0	...	...	5 0 0
Smailholm	...	...	48 12 0	83 14 6	...	...	...
Southdean	68 19 3	...	35 8 0	62 7 6	...	...	...
Sprouston	...	...	100 16 0	161 7 0	...	...	...
Teviothead	14 15 1	...	26 8 0	65 1 6	...	...	5 0 0
Wilton	...	...	61 4 0	120 17 2	...	...	...
Yetholm	108 10 8	...	104 8 0	175 12 6	...	...	...
Total of Roxburgh	1,223 3 4	129 5 3	4,292 4 0	7,000 4 8	344 15 8	150 14 6	35 0 0
SELKIRK.							
Ashkirk	28 0 8	5 19 2	42 12 0	81 3 6	...	...	...
Caddonfoot	...	...	49 4 0	92 18 6	...	...	...
Ettrick	44 5 5	...	29 2 0	52 13 6	...	...	...
Galashiels (B.)	607 12 10	21 10 0	1,039 8 0	1,951 19 1	...	119 14 0	...
Galashiels (L.)	...	...	87 12 0	39 0 6	...	...	...
Kirkhope	...	...	39 0 0	93 0 0	...	...	...
Selkirk (B.)	...	...	473 8 0	758 17 4	...	...	...
Selkirk (L.)	...	6 7 0	143 8 0	264 11 6	...	...	...
Yarrow	...	...	58 4 0	156 8 0	...	...	...
Total of Selkirk	679 18 11	33 16 2	1,961 18 0	3,490 11 11	...	119 14 0	...
SHETLAND.							
Bressay, &c.	...	...	67 4 0	145 13 0	28 5 3	...	...
Delting	85 7 2	...	71 8 0	147 15 0	19 19 0	...	...
Dunrossness	18 16 5	...	252 0 0	527 8 0	119 5 7	...	...
Fetlar	...	...	23 8 0	51 11 0	11 13 2	...	...
Lerwick and Gulberwick	...	48 11 6	340 4 0	773 12 6	57 7 6	...	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
354 1 0	7¾	...	...	...	2 19 5	...	...	11 0 0	641 7 11	...
121 14 3	8½	...	...	...	...	...	0 3 1	...	225 2 3	...
165 0 0	6	...	...	...	...	...	0 5 7	...	322 16 1	12 11 5
661 17 7	7	...	...	...	...	...	...	...	1,204 8 7	158 15 8
644 4 3	9	...	...	...	...	...	...	12 6 2	1,156 9 6	...
222 17 5	8	...	...	...	...	...	0 2 4	0 2 0	405 4 10	...
260 0 0	7	...	...	...	...	...	0 2 5	...	423 11 3	...
101 14 7	5	...	...	...	...	...	0 3 0	...	247 6 5	...
127 16 2	5	...	...	...	...	...	...	...	294 5 4	...
1,258 19 0	6	...	...	...	...	1 5 0	3 5 9	61 11 2	5,653 11 2	...
148 9 6	8	...	...	...	...	...	...	...	272 12 6	...
160 0 0	4½	475 0 0	...	...	...	...	0 5 9	...	768 8 3	12 12 0
126 0 11	5½	...	...	...	...	...	0 1 9	...	209 7 1	...
500 0 0	11¼	...	...	55 15 0	...	...	...	0 6 5	1,176 18 7	...
300 0 0	5½	...	...	...	...	...	...	...	515 11 6	54 13 5
750 0 0	7½	...	...	...	...	...	...	*121 14 10	1,761 15 4	740 17 1
122 7 3	5	...	...	...	...	...	1 8 8	...	485 4 10	...
200 7 6	9	...	...	...	...	...	...	...	293 13 6	41 5 6
89 16 9	5	...	...	...	...	...	...	2 0 0	206 9 3	14 9 3
100 9 0	4	...	...	...	...	...	0 9 7	...	296 3 1	...
1,039 9 10	7¾	...	2 8 4	...	...	...	...	†3,118 15 8	5,512 15 0	...
200 19 2	9	...	4 0 0	...	...	...	0 0 7	‡50 3 10	384 11 8	...
280 0 0	7	...	...	...	...	...	0 3 3	0 15 0	510 11 4	...
146 0 10	4	...	7 16 0	...	...	...	...	...	221 9 10	...
294 2 3	9	...	...	...	...	...	...	...	432 7 9	...
300 0 0	5½	300 0 0	...	...	...	...	...	...	871 4 4	...
108 16 9	3½	...	...	...	...	...	0 14 5	6 16 9	466 4 10	...
81 13 4	4½	...	...	...	...	...	...	...	213 19 10	3 15 11
121 8 5	4	...	...	...	...	...	0 13 1	...	288 16 3	...
250 0 0	6	...	...	44 15 11	5 4 8	...	...	3 10 0	565 13 2	65 12 4
163 7 8	4½	...	...	...	...	...	...	...	274 12 3	...
233 1 8	7	...	...	...	...	...	...	...	415 2 10	...
83 16 11	4	...	...	...	...	...	0 7 0	6 3 2	478 18 3	...
9,718 12 0	...	775 0 0	14 4 4	100 10 11	8 3 8	1 5 0	8 6 3	3,395 5 0	27,196 14 7	1,104 12 7
154 17 9	6½	...	...	...	...	...	0 1 7	1 8 7	314 3 3	...
108 16 8	3	...	...	...	...	...	...	0 5 6	251 4 8	40 6 11
188 11 5	4¾	...	...	...	...	...	0 12 5	...	315 4 9	139 4 8
1,700 0 0	9	8,520 0 0	...	...	5 2 11	...	3 10 3	39 17 7	14,008 14 8	0 15 10
140 0 0	6	...	...	...	...	...	...	§3,072 17 1	3,339 9 7	...
186 0 0	7½	...	...	...	...	...	...	1 7 3	319 7 3	12 4 6
606 18 9	8	...	110 0 0	...	...	...	0 3 9	52 3 10	2,001 11 8	44 12 8
289 17 6	5½	...	...	...	...	...	...	...	704 4 0	38 9 0
300 0 0	7	...	...	16 0 0	...	...	...	5 0 0	535 12 0	22 1 7
3,675 2 1	...	8,520 0 0	110 0 0	16 0 0	5 2 11	...	4 8 0	3,172 19 10	21,789 11 10	297 15 2
35 0 0	8	...	...	...	...	...	...	...	276 2 3	36 0 3
154 7 2	2/1½	...	...	7 0 9	...	...	0 10 9	0 3 5	486 11 3	...
180 16 8	1/2	...	...	...	30 17 11	...	...	10 9 3	1,139 13 10	...
‖72 10 0	2/2‖	...	...	...	...	...	0 2 9	17 0 0	176 4 11	...
270 0 0	5¾	...	215 0 0	...	57 14 1	...	...	60 13 9	1,823 3 4	187 0 8

* School Pence for Fuel, &c., £56, 14s. † £3,118, 3s. 2d. from Galashiels (Boundary Award).
‡ From Heritors, allowance to late Teacher, £50. § From Galashiels (B.) under Boundary Award.
‖ 1891-92 Assessment.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SHETLAND—*contd.*							
Nesting	52 1 7	...	140 8 0	232 11 0	59 15 9	...	...
Northmavine	53 19 8	...	99 0 0	196 0 0	41 18 6	...	...
Sandsting and Aithsting	67 5 6	...	141 12 0	313 15 6	67 9 6	...	...
Tingwall	29 8 3	...	150 0 0	307 13 0	39 18 6	...	...
Unst	...	...	84 12 0	123 3 6	18 11 0	...	...
Walls	...	...	90 12 0	184 17 0	44 15 2	...	...
Yell	72 13 2	...	148 16 0	339 8 6	77 15 3	...	...
Total of Shetland	379 11 9	48 11 6	1,609 4 0	3,343 8 0	586 14 2	...	...
STIRLING.							
Airth	...	...	97 16 0	161 4 6	...	7 1 6	...
Baldernock	...	...	40 4 0	80 8 0	...	...	...
Balfron	...	...	94 16 0	155 2 0	...	...	...
Bothkennar	58 13 2	5 6 0	181 16 0	322 19 5	...	19 1 6	...
Buchanan	31 10 3	...	39 0 0	87 13 0	...	...	...
Campsie	...	...	343 4 0	652 16 0	...	14 0 0	...
Denny	336 1 3	15 15 0	498 0 0	961 5 0	...	43 19 0	...
Drymen	5 17 0	...	56 8 0	114 16 6	...	...	...
Finnich (Comb.)	...	...	18 0 0	37 11 6	...	...	...
Dunipace	0 11 10	...	124 16 0	173 17 9	...	3 1 0	...
Falkirk (B.)	270 11 1	114 8 9	1,474 16 0	2,565 13 10	...	159 19 0	...
Falkirk (L.)	...	...	954 0 0	1,670 9 6	...	51 0 8	...
Fintry	4 3 9	...	31 16 0	58 6 6	...	...	...
Gargunnock	75 5 0	...	52 4 0	91 15 6	...	...	...
Grangemouth	171 0 10	...	645 0 0	1,481 7 6	...	51 19 4	...
Killearn	...	...	63 0 0	112 7 0	...	10 5 0	...
Kilsyth (B.)	180 11 2	...	497 8 0	748 3 6	86 5 3	46 11 0	...
Kilsyth (L.)	...	...	135 0 0	237 17 7	...	...	...
Kippen	104 14 1	...	178 16 0	305 16 6	...	...	...
Larbert	139 0 4	18 5 2	798 12 0	1,402 16 1	...	66 9 0	...
Logie	1,361 2 6	...	155 8 0	268 5 0	...	11 9 6	...
Muiravonside	51 12 2	...	333 12 0	519 7 6	...	9 17 6	...
Polmont	177 9 7	...	447 12 0	356 14 6	75 19 0	14 18 0	...
St Ninians	...	...	500 8 0	789 4 6	...	...	...
Slamannan	...	...	509 8 0	911 16 4	45 13 2	24 15 6	...
Stirling (B.)	701 0 10	289 5 11	1,214 8 0	2,095 0 1	...	107 11 0	...
Strathblane	...	...	94 16 0	158 15 6	...	...	...
Total of Stirling	3,689 4 10	443 0 10	9,580 4 0	16,471 10 7	207 17 5	641 18 6	...
SUTHERLAND.							
Assynt	...	...	186 0 0	397 17 6	48 11 6	...	...
Clyne	...	...	139 4 0	244 0 6	...	...	...
Creich	140 15 9	...	138 12 0	257 9 6	...	...	...
Dornoch (including B.)	44 5 5	...	198 12 0	393 3 6	...	...	...
Durness	...	...	67 4 0	131 9 0	...	...	...
Eddrachillis	29 19 2	...	87 0 0	182 17 6	...	...	...
Farr	125 12 0	...	205 4 0	319 6 1	...	...	...
Golspie	248 3 10	...	117 12 0	240 11 0	...	5 18 6	...
Kildonan	...	...	139 16 0	306 19 4	...	31 10 0	...
Lairg	10 15 5	...	99 10 0	169 1 6	...	...	...
Loth	39 1 1	...	52 4 0	112 8 6	...	...	...
Rogart	66 17 8	...	87 0 0	139 7 7	...	...	...
Tongue	80 9 7	...	166 16 0	344 5 0	...	...	...
Total of Sutherland	785 19 11	...	1,684 14 0	3,238 16 6	48 11 6	37 8 6	...

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
*...	2/	...	...	...	...	...	0 4 6	...	485 0 10	126 2 2
147 0 0	2/	...	...	...	18 6 2	...	0 11 8	...	556 16 0	...
133 9 8	2/	...	...	...	...	...	...	2 0 0	725 12 2	...
200 0 0	1/3	...	...	...	...	...	...	...	726 19 9	...
100 0 0	1/4	...	...	...	...	...	...	0 15 0	327 1 6	150 16 3
150 0 0	2/5	...	...	...	...	...	...	0 4 7	470 8 9	144 15 6
185 0 7	2/2	...	...	...	4 12 6	...	0 12 8	†33 10 0	862 8 8	164 2 11
1,628 4 1	...	...	215 0 0	7 0 9	111 10 8	...	2 2 4	124 16 0	8,056 3 3	808 17 9
395 0 0	4	...	...	...	20 14 5	...	...	1 16 6	683 12 11	24 12 3
211 10 5	8½	...	...	...	...	...	...	...	332 2 5	68 18 1
260 0 0	10½	...	...	...	6 12 9	...	...	...	516 10 9	16 1 2
300 0 0	10½	...	...	...	...	...	...	9 2 6	896 18 7	...
159 2 11	4½	...	...	...	...	...	...	4 0 0	321 6 2	...
850 0 0	8½	...	2 10 0	...	62 8 9	...	...	9 14 10	1,934 13 7	137 3 0
660 0 0	7½	...	...	...	2 10 5	...	1 9 0	2 6 0	2,621 5 8	997 15 11
450 0 0	7	...	...	...	...	...	...	1 0 0	628 1 6	...
...	...	...	...	54 6 7	...	...	...	...	109 18 1	54 6 9
350 0 0	10	...	...	...	...	...	0 1 2	...	652 7 9	...
2,900 0 0	1/4	1,300 0 0	...	...	394 4 0	...	...	6 0 0	9,185 12 8	640 1 11
2,200 0 0	1/2	3,900 0 0	14 4 2	...	90 19 5	...	4 1 1	‡766 12 6	9,651 7 4	1,712 4 1
168 10 2	9	...	40 0 0	...	...	...	...	...	302 16 5	...
121 9 1	4½	...	...	...	9 2 7	...	0 5 0	...	350 1 2	...
903 13 10	7	...	...	...	...	...	0 6 10	52 5 0	3,255 13 4	...
267 1 1	4	...	...	...	10 4 4	...	...	...	462 17 5	75 12 11
325 0 0	4	...	...	...	51 15 5	2 10 0	...	3 18 9	1,942 3 1	...
400 0 0	6	1,125 0 0	...	...	...	...	...	5 13 4	1,903 10 11	...
400 0 0	9	...	...	47 0 5	...	...	0 5 0	...	1,036 12 0	...
1,417 0 0	1/3	...	...	...	71 12 3	...	...	5 0 6	3,918 15 4	...
700 0 0	6½	...	...	...	...	...	9 14 11	2 0 0	2,507 19 11	...
580 0 0	6¾	...	...	...	62 4 0	...	...	7 5 0	1,563 18 2	170 17 2
511 17 9	6¾	...	...	...	...	...	...	...	1,584 10 10	...
1,300 0 0	6½	...	...	...	30 16 7	...	...	12 9 3	2,632 18 4	...
833 9 1	7	...	...	7 5 1	...	...	0 13 8	4 9 10	2,337 10 8	91 6 4
2,344 16 0	8	550 0 0	34 17 8	...	...	...	2 19 1	§151 19 2	7,491 17 9	...
350 0 0	5	...	...	...	...	...	...	...	603 11 6	...
19,358 10 4	...	6,875 0 0	91 11 10	108 12 1	813 4 11	2 10 0	19 15 9	1,045 13 2	59,328 14 3	3,988 19 7
386 8 8	1/6	...	...	...	...	...	...	30 0 0	1,048 17 8	...
350 0 0	1/	...	...	...	...	...	...	...	733 4 6	...
400 0 0	9	450 0 0	...	...	...	...	...	...	1,886 17 3	...
340 0 0	1/	...	...	...	...	...	1 5 6	...	977 6 5	...
306 9 9	1/4	...	...	11 12 0	...	...	...	...	516 14 9	...
300 15 2	1/4	...	...	...	...	...	1 3 4	34 0 0	635 15 2	...
476 8 11	10	...	...	...	...	...	1 10 0	25 0 0	1,153 1 0	253 6 0
180 0 0	6	1,000 0 0	...	...	...	...	...	60 7 6	1,852 12 10	...
320 0 0	6	245 0 0	...	...	...	...	0 9 8	...	1,043 15 0	...
250 0 0	8	116 13 6	...	...	0 18 8	...	...	1 10 0	648 9 1	...
65 0 0	5	692 0 0	...	...	...	...	0 15 0	...	961 8 7	...
190 0 0	6	...	...	...	...	...	...	...	483 5 3	...
110 13 8	8	...	...	...	...	...	...	...	702 4 3	547 5 0
3,675 16 3	...	2,503 13 6	...	11 12 0	0 18 8	...	5 3 6	150 17 6	12,143 11 9	800 11 0

* Not received till after 15th May. † From Fetlar, £32. ‡ £750 from Burgh Board under Extension.
§ £108, 6s. 8d., Rents.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees.	Grants for relief of Fees under Loc. Gov. (Scot.) Act, 1889, and Local Taxation, Customs and Excise Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN.							
Glasserton	18 4 2	...	24 16 0	183 15 6	...	...	...
Inch	...	...	169 4 0	302 2 0	...	...	...
Kirkcolm	...	...	114 0 0	181 19 6	...	...	...
Kirkcowan	45 0 5	...	121 16 0	191 17 0	...	...	...
Kirkinner	...	...	134 8 0	49 1 0	...	8 6 6	...
Kirkmaiden	...	...	215 8 0	379 10 6	...	...	...
Leswalt	59 15 6	...	78 12 0	115 19 6	...	...	...
Mochrum	13 17 8	...	208 4 0	354 12 0	...	16 18 0	...
New Luce	64 11 5	...	66 0 0	31 4 0	...	...	...
Old Luce	...	6 18 3	243 12 0	286 14 0	...	...	...
Penninghame	...	...	262 16 0	387 3 0	...	13 14 0	...
Portpatrick	79 13 3	...	78 0 0	116 9 0	...	...	...
Sheuchan	...	...	* ...	...	...	...	...
Sorbie	...	...	159 12 0	252 12 0	...	...	...
Stoneykirk	...	...	211 4 0	348 1 0	...	...	...
Stranraer (B.)	...	355 11 7	480 16 0	868 8 6	...	11 9 6	...
Whithorn	35 10 7	...	240 12 0	385 1 10	...	5 13 0	...
Wigtown	7 10 8	16 9 11	138 12 0	251 2 0	...	...	...
Total of Wigtown	324 3 8	378 19 9	3,017 12 0	4,685 12 4	...	56 1 0	...
Total of Scotland	137,949 3 11	35,710 13 4	287,533 13 0	510,339 4 8	10,266 18 6	26,305 11 1	4,293 14 5
Less Balances in hand on 15th May 1892							
Net Income							

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—INCOME—*continued.*

Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
250 0 0	6	...	...	...	...	...	...	2 12 6	549 8 2	24 8 6
385 19 0	6	...	...	...	...	...	...	...	857 5 0	45 7 7
300 0 0	7	...	...	...	...	...	...	...	595 19 6	19 15 6
220 0 0	6¾	...	...	...	...	...	0 5 8	...	578 19 1	..
360 0 0	6	...	...	...	...	...	...	...	551 15 6	315 19 0
620 0 0	11	...	...	...	...	...	0 9 7	2 13 6	1,218 1 7	...
287 13 2	8	...	...	...	...	...	...	1 0 0	543 0 2	22 5 2
450 0 0	8	...	...	...	...	...	...	2 0 0	1,045 11 8	...
169 7 10	5	...	0 15 10	...	...	...	0 1 1	3 0 0	335 0 2	32 13 10
565 17 11	8	400 0 0	...	...	1 9 1	...	...	6 0 0	1,510 11 3	351 9 3
300 0 0	4	...	4 19 3	...	...	...	...	...	968 12 3	63 1 1
180 0 0	8	...	...	...	...	...	...	1 0 0	455 2 3	...
45 0 0	10	...	...	...	...	...	...	...	45 0 0	...
260 0 0	4½	...	...	...	...	...	...	...	672 4 0	11 12 1
500 0 0	6¾	...	...	...	...	...	...	...	1,059 5 0	136 16 8
777 19 10	10	...	...	45 0 0	...	...	...	...	2,539 5 5	...
430 0 0	6½	...	...	...	2 9 4	...	...	...	1,099 6 9	41 8 4
360 0 0	11	...	...	...	...	...	...	...	773 14 7	...
6,461 17 9	...	400 0 0	5 15 1	45 0 0	3 18 5	...	0 16 4	18 6 0	15,398 2 4	1,064 12 0
613,973 19 4		236,059 9 10	10,888 12 8	6,080 12 8	11,658 1 1	391 10 0	759 16 6	25,645 2 3	1,917,856 3 3	84,958 18 0
									137,949 3 11	
									1,779,906 19 4	

SCHOOL BOARDS . . . . . .

General Abstract of Statements of Income, Expenditure, and

(Published under Section 51 of the

EXPENDITURE.

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.									
Aberdeen (B.)	...	...	1,427 12 5	25,516 11 5	2,400 0 0	18,245 1 2	224 13 9	2,466 0 9	1,534 0 6
Aberdour	176 1 0	...	20 0 0	585 6 5	...	27 10 0	5 7 6	17 15 0	8 7 0
Aboyne and Glentanner	2 11 0	...	15 0 0	457 19 8	...	...	1 19 7	6 16 10	5 15 9
Alford	...	...	15 0 0	508 19 6	...	11 18 6	3 2 7	4 8 7	13 11 4
Ardallie	...	...	13 10 0	283 15 4	...	...	4 5 7	5 12 5	6 5 7
Auchindoir and Kearn	...	...	9 10 0	300 8 6	...	410 0 0	5 15 6	4 2 1	14 2 10
Auchterless	44 6 5	...	26 0 0	530 4 11	...	...	3 11 0	13 10 7	8 0 11
Belhelvie	11 1 2	...	21 0 0	420 0 9	...	...	8 8 7	10 10 4	4 1 1
Birse	...	...	6 0 0	431 13 5	...	...	0 15 4	2 11 9	18 17 6
Bourtie	...	...	10 0 0	79 0 3	...	...	0 11 5	0 6 0	1 18 7
Cairney	...	...	23 10 0	469 0 3	...	...	3 16 7	6 19 2	13 18 0
Chapel of Garioch	...	...	15 0 0	607 6 8	...	...	8 10 0	5 17 3	8 9 5
Clatt	...	...	7 0 0	155 9 2	...	...	1 12 11	3 5 2	2 11 7
Cluny	76 0 11	...	14 10 0	226 2 3	...	...	3 11 8	0 10 6	1 10 0
Coull	61 14 0	...	6 10 0	130 11 1	...	...	0 5 10	0 17 3	1 13 0
Crathie and Braemar	...	...	20 10 0	405 0 6	...	1,465 10 7	5 14 11	11 16 5	23 15 4
Crimond	...	...	15 10 0	272 9 1	...	...	0 8 0	16 14 11	6 8 6
Cruden	452 4 1	...	18 0 0	952 10 9	...	343 0 0	5 14 0	12 12 10	26 8 2
Culsalmond	...	...	11 5 0	181 12 2	...	...	3 12 7	0 14 7	6 10 4
Daviot	...	...	10 2 0	232 15 3	...	...	2 15 1	1 13 0	12 0 1
Drumblade	...	...	13 0 0	222 6 9	...	592 12 8	3 12 4	7 8 4	1 18 8
Drumoak	35 4 11	...	13 3 0	320 10 10	...	...	3 16 6	13 17 11	3 5 2
Dyce	94 10 3	...	17 0 0	340 2 6	...	...	9 10 3	8 19 11	16 12 10
Echt	...	...	12 0 0	360 11 2	...	...	2 5 0	4 15 4	4 15 4
Ellon	...	...	33 0 0	1,280 14 3	...	1 1 0	14 0 0	17 11 0	37 0 9
Fintray	...	...	13 0 0	313 7 6	...	...	3 13 8	4 13 4	5 17 4
Forgue	6 16 0	...	14 0 0	414 5 9	...	31 8 6	1 15 1	9 2 10	8 18 11
Foveran	105 0 2	...	15 0 0	818 9 3	...	...	4 14 9	25 17 2	15 4 0
Fraserburgh	98 9 5	...	75 0 0	1,285 4 8	...	...	6 16 0	71 19 5	85 9 9
Fyvie	...	...	26 0 0	936 12 5	...	...	13 16 7	7 9 2	36 9 6
Gartly	...	...	13 9 10	221 4 4	...	...	3 1 2	1 14 7	10 16 8
Glass	97 9 9	...	15 0 0	308 2 9	...	...	6 1 1	14 16 6	6 5 7
Glenbucket	...	...	10 10 0	203 3 11	...	...	2 14 7	4 5 11	2 0 10
Glengairn	29 7 1	...	9 0 0	45 0 0	...	...	0 10 0	0 13 4	3 14 1
Glenmuick and Tullich	...	...	20 0 0	535 11 4	...	...	10 10 4	7 7 0	21 1 5
Huntly	...	...	36 5 0	1,409 11 7	...	300 11 4	13 12 8	41 18 8	24 17 7
Insch	...	...	20 10 0	485 19 4	...	156 12 4	7 7 3	12 12 6	12 12 10
Inverurie	100 12 5	...	17 7 0	872 0 0	...	...	2 2 0	2 12 9	15 18 10
Keig	...	...	7 0 0	280 1 10	...	977 5 7	4 6 10	4 16 7	4 10 4
Keithhall and Kinkell	0 4 7	...	10 0 0	219 18 7	...	...	1 9 8	2 0 4	3 16 2

. . . . . ACCOUNTS.

Liabilities of School Boards for the Year ended the 15th May 1893.

Education (Scotland) Act, 1872.)

EXPENDITURE.

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,484 17 10	2,644 11 7	...	4,720 0 1	3,426 6 10	21 0 0	31 6 0	1,947 9 4	66,099 11 8	...	147,018 14 5
22 13 10	26 16 9	18 1 4	60 17 9	59 7 0	...	...	9 9 3	1,037 12 10	...	1,885 14 4
16 0 6	22 13 9	...	28 5 11	22 5 9	...	...	2 1 6	581 10 3	...	801 12 1
39 16 10	19 4 2	...	18 13 9	39 6 4	...	...	3 14 11	677 16 6	54 0 0	526 16 8
1 13 0	9 4 0	20 0 0	41 12 3	18 1 3	...	...	2 1 6	406 0 11	37 19 5	1,170 16 9
4 7 4	15 7 6	14 5 0	38 7 11	29 15 7	...	...	11 2 0	857 4 3	544 19 1	1,847 6 6
36 1 1	31 2 10	...	18 6 0	30 1 11	0 10 6	...	5 7 1	747 3 3	...	508 6 11
77 1 6	29 13 3	...	39 14 3	30 10 9	...	...	3 8 10	655 10 6	...	1,203 12 4
52 11 9	28 0 0	...	14 18 7	16 5 0	...	...	5 10 0	577 3 4	...	438 4 6
13 11 8	5 1 0	...	11 8 7	11 8 4	...	...	0 2 9	133 8 7	2 3 9	293 10 11
27 4 0	23 5 8	...	43 7 6	43 8 3	9 14 7	...	...	664 4 0	52 19 4	1,198 11 0
65 8 6	20 1 3	...	64 19 7	52 2 1	...	...	2 11 6	850 6 3	94 15 5	1,804 10 0
20 1 5	6 12 2	...	9 1 2	9 10 0	...	...	2 0 0	217 3 7	100 15 7	251 15 0
...	8 11 3	...	3 11 5	24 11 3	...	...	3 12 1	362 11 4	...	126 11 5
0 12 8	9 19 8	...	3 4 10	5 0 0	...	...	3 13 11	224 2 3	...	140 18 2
16 15 8	40 1 4	...	79 14 8	32 4 2	...	...	...	2,101 3 7	211 2 9	2,212 12 0
2 10 9	11 3 3	...	13 1 10	10 6 6	...	...	...	348 12 10	43 17 2	363 14 9
74 10 6	35 0 0	...	100 0 3	87 2 7	...	...	74 16 2	2,181 19 4	...	3,378 12 10
5 1 2	12 6 0	...	15 4 4	22 16 11	...	...	3 16 11	263 0 0	13 11 5	411 19 1
5 4 0	8 0 6	...	11 18 11	13 1 1	...	...	0 1 8	297 11 7	116 4 8	328 5 9
0 15 6	6 19 6	...	12 3 1	12 10 0	...	...	1 8 1	874 14 11	377 7 5	737 10 0
21 5 0	7 9 7	...	12 1 6	26 10 10	3 12 9	...	2 2 8	463 0 8	...	351 1 7
17 1 10	19 15 7	32 7 11	57 14 6	51 7 5	...	...	15 11 7	680 14 7	6 17 8	1,607 3 11
7 14 8	18 7 9	...	28 12 3	50 0 0	...	...	3 0 7	492 2 1	31 11 11	780 0 0
37 13 3	64 11 5	...	118 13 10	52 14 5	12 5 6	...	30 15 1	1,700 0 6	...	3,329 15 11
67 5 0	22 17 2	...	38 13 1	42 6 11	...	...	2 0 9	513 14 9	102 1 1	1,062 1 4
1 18 2	13 5 1	...	30 2 1	40 13 3	...	...	2 16 0	575 1 8	...	838 4 1
98 16 5	33 15 2	...	41 0 5	43 11 6	1 1 6	...	19 11 10	1,222 2 2	...	1,194 5 2
30 11 11	93 4 4	...	183 17 4	236 0 0	12 18 6	0 4 6	17 13 0	2,197 8 10	9 15 7	4,822 0 0
22 16 0	55 19 8	...	77 12 1	72 19 5	...	...	14 6 3	1,264 1 1	154 9 1	2,144 5 9
0 13 3	10 17 0	...	32 19 1	34 7 8	...	...	1 4 5	330 8 0	48 16 6	911 10 6
28 14 3	21 16 6	...	37 7 10	22 12 10	1 17 0	...	29 4 9	589 8 10	...	1,102 8 0
0 13 6	12 17 6	...	1 11 11	13 17 7	8 15 7	...	0 1 1	260 12 5	...	66 17 3
1 19 4	6 5 6	7 4 0	21 1 9	8 3 5	...	...	1 19 5	134 17 11	...	555 17 5
26 4 5	32 14 2	...	81 15 8	49 13 8	...	6 3 9	15 12 0	806 13 9	26 16 8	2,284 3 1
80 15 10	92 15 4	...	104 2 6	118 2 3	...	...	3 3 9	2,225 16 6	461 9 9	2,846 10 7
67 17 3	26 15 9	...	20 4 6	27 11 10	...	...	2 7 0	840 10 7	106 7 8	542 11 4
13 0 7	15 13 3	...	7 17 1	20 0 0	...	...	4 18 7	1,072 2 6	...	280 14 0
8 14 8	14 14 10	...	24 13 1	23 0 0	...	...	14 19 8	1,364 3 5	...	1,228 17 8
4 12 0	11 17 6	...	22 19 6	19 3 6	...	...	1 8 4	297 10 2	...	638 3 3

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*									
Kemnay	...	...	14 0 0	492 0 6	...	...	3 9 6	3 3 7	5 4 2
Kennethmont	...	...	16 15 0	228 1 6	...	...	1 11 9	7 6 8	6 9 5
Kildrummy	41 19 0	...	10 0 0	232 7 8	...	...	0 11 2	8 14 3	1 7 3
Kincardine O'Neil	...	...	27 10 0	648 4 8	...	1,146 3 0	8 13 2	7 0 11	24 0 8
King Edward	...	...	12 10 0	409 2 3	...	...	2 7 10	2 9 2	11 10 5
Kininmouth	9 18 11	...	12 10 0	246 10 1	...	13 10 2	1 11 0	2 11 0	13 1 3
Kinnellar	13 13 11	...	10 0 0	218 18 5	...	213 2 3	0 19 0	5 13 2	1 11 1
Kintore (incl. B)	...	...	17 0 0	677 15 1	...	433 6 6	3 5 3	3 5 0	22 6 3
Leochel-Cushnie	238 6 4	...	12 0 0	345 14 0	...	...	10 3 5	6 3 4	9 19 10
Cairncoullie (Comb.)	57 18 0	...	3 0 0	133 10 0	...	...	0 12 6	2 9 8	2 16 6
Craigievar (Comb.)	106 13 1	...	6 6 0	201 14 9	...	...	0 18 0	3 11 4	5 10 10
Leslie	...	...	8 10 0	206 13 7	...	...	2 13 0	...	1 2 2
Logie-Buchan	37 18 7	...	13 0 0	332 1 7	...	...	1 13 7	5 10 0	5 1 11
Logie-Coldstone	...	...	12 0 0	324 0 8	...	...	1 9 11	1 16 10	11 3 0
Longside	...	...	30 0 0	912 17 1	...	...	4 8 3	8 5 6	33 13 3
Lonmay	...	...	18 0 0	642 13 2	...	119 1 3	5 0 5	17 19 9	23 15 5
Lumphanan	68 14 5	...	18 0 0	287 18 7	...	...	0 12 10	2 12 5	1 16 8
Meldrum	...	...	25 0 0	607 0 9	...	...	2 15 6	8 16 5	20 1 6
Methlic	27 7 7	...	17 10 0	569 18 8	...	...	3 14 11	4 19 0	11 10 3
Midmar	...	...	10 0 0	247 10 6	...	...	2 8 8	3 19 6	9 1 0
Millbrex	...	...	13 0 0	216 14 0	...	...	0 15 11	1 7 9	6 18 11
Monquhitter	30 12 5	...	17 0 0	612 15 1	...	...	1 0 0	2 13 7	12 16 9
Monymusk	...	...	11 0 0	330 15 0	...	...	2 4 2	4 13 0	10 10 11
New Byth	91 3 3	...	20 0 0	580 7 9	...	...	3 13 11	10 4 2	18 4 1
New Deer	...	...	25 10 0	1,270 14 3	...	...	18 18 4	17 17 5	30 6 0
Newhills	...	...	46 18 6	1,404 5 6	...	...	17 17 1	46 15 9	63 10 7
New Machar	94 11 8	...	24 0 0	569 10 3	...	...	4 9 2	6 13 3	16 10 3
New Pitsligo	...	...	23 0 0	460 17 9	...	...	4 15 8	15 4 4	14 3 9
Old Deer	47 12 4	...	34 3 10	1,376 18 1	...	98 1 7	11 0 9	11 13 11	39 7 9
Old Machar	...	...	191 4 0	2,901 4 7	...	82 16 8	25 0 0	311 14 10	109 11 8
Oyne	7 12 11	...	12 12 0	256 17 6	...	...	1 16 7	0 11 1	3 7 11
Peterculter	...	...	47 0 0	425 1 0	...	...	10 5 5	8 8 8	16 15 4
Peterhead (B.)	261 2 11	...	195 0 0	2,372 15 0	...	81 16 4	36 11 9	96 3 2	142 5 7
Peterhead (L.)	168 14 1	...	63 6 8	894 16 10	...	27 19 0	18 0 1	40 8 2	53 6 2
Pitsligo	17 15 6	...	25 0 0	680 19 6	...	...	5 18 6	25 4 7	37 0 3
Premnay	...	...	14 12 2	308 14 0	...	...	2 2 4	15 13 10	9 14 10
Rathen	146 16 11	...	23 0 0	636 0 10	...	...	3 4 4	10 19 10	14 3 3
Rayne	...	...	14 0 0	383 6 0	...	21 10 10	1 0 1	5 0 9	14 8 9
Rhynie	...	...	12 0 0	481 8 4	...	93 6 6	3 2 10	43 3 7	10 7 1
St Fergus	...	...	6 5 0	422 11 0	...	...	3 14 10	3 4 2	15 5 6
Savoch	20 11 3	...	12 12 0	492 19 4	...	17 19 6	4 1 9	2 12 2	11 18 9
Skene	...	...	17 0 0	480 7 10	...	...	2 3 6	6 6 2	6 18 1
Slains	5 9 11	...	15 2 6	393 18 0	...	...	2 16 6	6 2 2	8 18 2
Strathdon	...	...	10 0 0	526 8 6	...	0 11 11	2 7 6	2 9 11	28 2 7
Strichen	...	...	15 0 0	544 14 9	...	...	3 2 3	12 9 6	6 12 5
Tarland	...	...	10 0 0	277 7 1	...	...	1 10 8	1 7 2	7 8 4
Tarves	...	...	23 0 0	674 12 3	...	86 12 0	3 13 7	14 6 2	10 7 1
Tough	3 7 2	...	8 0 0	197 0 0	...	...	1 10 1	1 19 9	5 12 5
Towie	...	...	9 10 0	230 11 7	...	...	0 6 6	4 13 3	2 2 0
Tullynessle and Forbes	...	...	8 0 0	231 16 6	...	1,096 4 0	2 8 8	1 7 4	2 16 10
Turriff	199 17 8	...	50 0 0	1,281 9 10	...	1 5 0	10 14 0	19 18 4	25 17 9
Tyrie	...	...	15 0 0	231 4 8	...	...	2 11 6	2 2 5	4 8 2
Udny	...	...	16 0 0	442 1 4	...	...	0 14 6	27 1 1	7 0 11
Ythan Wells	...	...	14 0 0	340 18 5	...	...	4 4 7	1 15 9	7 11 5
Total of Aberdeen	3,089 11 0	...	3,441 1 11	74,516 11 11	2,400 0 0	26,095 18 2	687 5 2	3,746 2 6	3,035 5 2

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2 13 1	24 8 11	...	21 11 9	43 16 0	...	..	3 15 8	614 3 2	28 1 11	563 8 6
24 15 7	15 10 8	...	21 2 6	34 17 2	...	...	...	356 10 3	...	616 6 11
...	10 11 2	...	1 7 1	12 14 3	...	...	0 11 11	320 3 9	...	56 2 3
33 3 3	39 6 6	...	76 13 7	83 5 5	...	...	...	2,094 1 2	204 13 7	2,198 18 4
24 12 4	20 10 0	...	14 19 3	17 2 0	13 0 0	...	...	528 3 3	162 9 7	410 8 0
5 11 4	15 3 1	...	28 17 7	17 19 1	...	...	2 4 2	369 7 8	...	810 18 10
8 4 3	9 14 10	...	3 9 10	3 10 0	...	...	4 0 6	492 17 3	...	234 7 4
30 7 11	31 12 6	...	59 9 10	51 11 2	...	...	0 12 3	1,330 11 9	102 12 5	1,378 8 11
10 14 5	13 16 3	87 11 4	62 14 1	35 2 1	...	...	17 2 4	849 7 5	...	2,049 8 3
1 11 3	5 3 6	...	...	...	...	...	3 9 2	210 10 7	...	59 14 7
8 10 11	13 0 9	...	...	...	...	...	6 5 9	352 11 5	...	122 16 10
5 11 1	7 8 0	...	...	...	...	...	0 1 6	231 19 4	39 11 3	...
2 14 11	10 0 0	...	33 1 2	18 16 7	...	...	3 12 3	458 10 7	...	944 7 8
4 8 4	20 6 0	...	16 17 5	7 13 8	...	...	2 2 0	401 17 10	46 6 5	474 6 11
66 18 7	37 17 10	...	51 16 0	105 18 8	...	...	...	1,251 15 2	444 6 1	1,386 18 0
90 1 7	35 14 7	...	87 0 9	46 10 3	...	...	4 17 0	1,090 14 2	...	2,571 10 4
3 3 8	8 14 10	22 8 3	49 13 5	36 6 0	...	...	4 18 0	504 14 1	...	1,391 1 9
11 8 1	40 2 11	...	117 9 2	53 0 10	...	...	...	885 15 2	87 0 2	3,302 18 6
38 16 0	21 3 0	...	52 11 2	36 5 5	2 3 0	...	8 4 10	794 3 10	30 3 7	1,462 14 4
0 16 4	11 10 11	...	27 7 6	40 0 0	...	...	...	352 14 5	121 1 3	700 0 0
9 5 3	4 1 9	10 0 0	23 8 7	10 13 5	...	...	...	296 5 7	48 7 6	658 13 11
12 0 3	28 16 10	16 8 0	31 9 10	24 14 2	...	...	7 1 5	797 8 4	21 12 7	874 19 6
9 15 9	34 3 0	...	12 17 7	15 2 5	0 17 10	...	...	431 19 8	259 11 2	352 16 11
32 8 9	29 19 0	...	49 15 1	22 14 2	...	...	1 12 6	860 2 8	...	1,416 15 1
11 11 0	81 7 0	25 13 7	99 5 3	88 19 9	...	1 10 6	4 10 0	1,676 3 1	228 10 0	2,747 3 6
132 8 9	164 6 0	...	241 13 1	145 3 9	...	...	7 7 0	2,270 6 0	130 5 4	6,430 7 2
76 5 11	31 19 4	...	79 12 1	65 2 8	...	...	21 3 3	989 17 10	...	2,284 17 2
9 7 1	40 16 5	...	70 5 2	35 11 8	...	1 4 10	...	675 1 8	316 7 8	1,964 11 1
50 7 11	64 17 2	...	58 18 8	63 2 9	...	...	56 11 2	1,912 15 11	104 17 11	1,685 11 10
182 11 7	280 13 6	31 11 7	297 5 8	270 11 3	...	3 6 6	15 5 0	4,702 16 10	834 10 4	8,290 10 1
14 4 6	6 10 10	7 4 0	...	...	...	...	4 14 4	315 11 8	87 14 3	...
37 17 0	41 7 2	...	45 16 3	41 7 6	...	...	*326 7 5	1,000 5 9	89 5 5	1,161 7 2
174 13 0	273 12 6	...	221 16 2	339 9 6	...	21 0 0	123 4 9	4,339 10 8	...	7,813 8 6
77 18 3	35 16 1	...	106 7 10	67 5 5	...	...	18 6 9	1,572 5 4	...	2,986 12 7
8 0 4	48 10 3	...	85 3 5	63 9 3	...	...	2 18 6	1,000 0 1	43 10 1	2,220 9 7
6 19 11	13 5 0	25 0 0	27 19 9	33 4 10	...	...	1 18 2	469 4 10	41 8 8	759 7 2
7 13 6	32 16 7	...	92 13 11	84 6 1	...	0 18 0	12 9 11	1,065 3 2	...	2,622 7 1
21 15 3	16 19 10	...	54 7 6	56 11 10	...	...	3 0 0	592 0 10	18 11 0	1,445 3 7
35 6 11	32 12 6	...	40 16 5	26 2 11	...	2 14 0	5 3 9	786 4 10	55 9 1	1,094 13 10
29 11 8	11 3 8	...	60 8 4	27 7 10	...	...	...	579 12 0	8 19 10	1,698 18 9
22 3 0	21 0 11	15 0 0	48 3 11	38 13 4	...	...	6 13 8	714 9 7	...	1,420 19 5
96 2 8	38 1 6	...	30 18 0	50 0 0	22 17 10	...	2 16 5	753 12 0	...	851 3 3
16 3 7	13 18 3	6 0 0	33 18 9	19 8 3	...	...	3 15 4	525 11 5	0 12 10	950 3 8
18 4 6	29 17 6	...	17 5 6	10 12 8	...	...	22 10 11	668 11 6	48 15 5	484 11 7
117 6 10	26 17 7	...	7 19 11	22 6 9	170 16 6	...	75 0 9	1,002 7 3	...	494 8 8
8 2 3	15 16 3	...	...	...	...	...	...	321 11 9	105 16 5	...
65 2 1	26 12 2	...	31 8 9	44 19 10	...	...	5 0 0	985 13 11	318 15 1	1,193 6 2
1 8 9	8 7 6	31 7 4	42 1 1	32 15 1	...	...	2 10 11	386 0 1	...	1,144 2 1
6 12 9	11 2 6	27 4 4	20 1 7	28 10 10	1 1 0	...	1 14 6	343 10 10	5 17 11	558 13 8
2 2 9	8 19 6	...	30 17 5	27 11 0	...	...	1 11 10	1,413 15 10	1 10 5	1,409 9 0
147 3 11	58 16 6	...	73 10 0	100 0 0	...	...	0 10 0	1,969 3 0	...	2,127 3 0
6 1 9	13 7 6	...	7 12 7	7 7 5	...	0 9 2	2 6 8	292 11 10	17 13 10	210 11 3
72 13 2	23 14 0	100 11 2	4 17 6	8 14 5	...	...	...	703 8 1	46 11 10	130 11 9
8 1 6	14 18 4	...	39 6 7	30 18 5	...	...	1 6 10	463 1 10	43 2 2	1,092 15 0
4,407 1 10	5,566 9 2	497 17 10	9,105 11 11	7,491 5 10	282 12 1	68 17 3	3,064 8 4	147,496 0 1	6,692 4 11	275,047 10 6

* To Banchory-Devenick under Boundary Commissioners Award, £310, 5s. 6d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL.									
MAINLAND.									
Acharacle	254 17 4	...	27 10 0	323 19 10	...	...	5 2 0	12 8 4	30 19 1
Ardchattan and Muckairn	58 1 4	...	42 0 0	569 7 7	...	...	8 2 6	2 11 0	20 8 2
Achaleven (Comb.)	...	...	3 3 0	185 15 11	...	...	4 4 0	4 4 3	9 6 0
Taynuilt (Comb.)	81 17 11	...	3 3 0	173 8 6	...	...	0 4 3	0 11 1	11 11 4
Ardnamurchan	348 16 11	...	37 0 0	459 15 7	...	56 0 0	3 18 8	4 7 10	44 19 6
Campbeltown (B.)	722 9 0	...	105 0 0	3,176 5 9	...	13 17 6	2 3 3	128 0 8	82 12 0
Campbeltown (L.)	...	...	43 12 0	589 3 6	...	...	2 9 0	3 9 6	27 5 1
Craignish	...	...	6 0 0	106 5 0	...	...	0 2 6	0 2 5	1 19 5
Cumlodden	...	...	15 0 0	167 5 3	...	14 5 0	0 6 0	2 7 3	6 8 4
Dunoon and Kilmun	1,770 15 5	...	132 0 0	2,060 18 6	...	1,207 3 6	2 5 7	262 16 6	140 5 6
Glassary	78 1 7	...	36 0 0	455 12 6	...	...	2 0 3	32 11 1	28 10 2
Glenaray and Inveraray	52 8 5	...	27 10 0	486 9 5	...	...	0 5 3	5 19 3	7 4 7
Glenorchy	131 11 7	...	28 5 0	529 14 8	...	...	5 8 5	6 8 3	19 19 9
Inverchaolain	...	...	12 0 0	164 15 2	...	...	1 8 5	0 11 6	8 15 0
Kilbrandon and Kilchattan	88 5 11	...	25 0 0	599 7 5	...	...	4 0 6	9 10 3	15 6 7
Kilcalmonell	214 1	...	13 0 0	242 9 0	...	...	7 10 3	7 13 4	8 19 6
Kilchrenan and Dalavich	22 13 11	...	18 0 0	281 15 6	...	40 2 0	3 0 0	3 4 6	12 10 3
Kilfinan	...	...	34 10 0	533 15 3	...	48 17 5	4 10 9	30 8 6	21 12 7
Killean and Kilchenzie	28 5 1	...	29 0 0	618 1 10	...	...	4 16 10	7 3 4	18 3 8
Kilmartin	48 11 1	...	12 0 0	203 7 6	...	...	2 3 5	4 9 6	10 15 0
Kilmodan	4 3 4	...	19 0 0	211 7 0	...	...	0 8 8	1 15 1	5 15 8
Kilmore and Kilbride	...	...	17 16 6	319 6 4	...	67 10 0	5 3 0	7 6 1	17 14 11
Kilninver and Kilmelford	...	...	13 0 0	249 16 0	...	387 0 5	2 18 0	1 3 2	9 2 5
Lismore & Appin	...	...	42 16 8	853 3 0	...	...	15 4 5	25 0 10	33 16 8
Lochgilphead	...	...	42 0 0	892 12 6	...	82 10 0	18 5 3	32 10 7	36 8 1
Lochgoilhead	...	...	23 10 0	227 12 3	...	...	7 4 2	6 9 8	9 2 3
Morven	22 16 1	...	17 0 0	310 0 0	...	...	2 17 3	2 13 11	14 12 0
North Knapdale	225 4 8	...	22 0 0	352 5 9	...	...	4 6 11	2 8 5	29 9 3
Oban (B.)	80 10 6	...	78 10 0	1,257 18 8	...	59 8 3	58 7 9	194 6 2	60 8 5
Saddell and Skipness	402 7 2	...	13 0 0	468 2 6	...	8 0 10	2 13 8	13 0 11	14 13 9
Southend	2 10 9	...	18 1 0	267 15 0	...	...	1 17 0	4 3 0	5 16 7
South Knapdale	3 18 5	...	40 11 6	342 1 6	...	...	1 12 3	2 9 3	23 5 8
Stralachlan and Strachur	148 10 9	...	26 0 0	415 10 0	...	...	0 7 6	1 2 6	8 0 9
Strontian	...	...	25 0 0	210 0 0	...	...	2 19 6	13 10 7	4 11 7
Tarbert	291 4 4	...	35 14 0	702 11 5	...	...	14 17 2	63 17 8	18 0 1
INSULAR.									
Coll	141 17 11	...	10 12 6	239 1 0	...	7 10 0	1 4 10	9 15 2	24 7 11
Colonsay and Oronsay	...	...	7 0 0	177 15 6	...	...	0 10 6	0 4 0	0 2 2
Gigha and Cara	...	...	7 10 0	158 13 10	...	...	0 16 0	...	1 9 1
Jura	...	...	24 0 0	309 16 2	...	...	3 10 1	3 6 8	5 18 5
Kilchoman	346 7 7	...	34 11 8	739 7 11	...	530 18 0	14 19 3	29 15 7	15 1 8
Kildalton	...	...	21 0 0	665 13 2	...	...	5 13 3	13 12 3	37 11 0
Kilinichen and Kilvickeon	...	...	30 0 0	560 3 0	...	...	8 7 9	9 8 9	16 9 4
Killarrow and Kilmeny	116 2 7	...	35 5 0	870 11 6	...	61 14 1	8 16 7	23 12 3	29 8 9
Kilninian and Kilmore	...	...	47 0 0	763 16 6	...	53 2 9	11 5 7	35 8 8	42 1 8
Salen	14 18 6	...	15 0 0	219 2 9	...	...	4 4 6	10 15 2	8 4 7
Torosay	...	...	17 7 6	238 16 0	...	...	0 14 2	6 0 0	14 4 10
Tyree	...	...	35 0 0	760 8 5	...	16 14 0	5 6 5	23 7 11	12 13 11
Total of Argyll	5,701 14 5	...	1,367 19 4	24,711 1 4	...	2,654 13 9	304 13 3	1,066 2 7	1,026 2 11

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
14 1 5	17 17 1	...	8 11 2	10 0 0	...	...	17 5 3	722 1 6	...	476 13 0
2 12 0	21 7 8	109 13 10	26 11 11	53 14 10	7 16 10	...	5 1 0	927 8 8	...	706 2 4
7 2 5	6 10 0	...	...	...	...	...	0 18 3	221 3 10	...	...
2 0 9	8 6 8	...	...	...	...	...	2 9 2	283 12 8	...	70 18 3
9 3 9	18 5 7	...	15 16 11	16 8 0	...	...	36 12 10	1,051 5 7	...	721 7 1
53 6 4	171 4 4	...	379 2 3	279 7 7	1 10 4	8 2 0	28 13 7	5,151 14 7	...	11,106 14 6
30 6 4	19 12 9	7 10 10	64 3 7	78 15 6	...	...	4 17 2	871 5 3	75 10 5	1,758 14 9
2 8 9	1 14 9	...	...	...	...	...	4 18 11	123 11 9	...	2 1 1
3 12 3	11 11 0	...	3 10 0	8 12 8	...	...	2 2 10	235 0 7	8 10 5	91 6 11
181 13 5	105 10 0	...	455 13 5	599 6 9	25 17 2	...	48 10 4	7,023 16 1	...	14,164 19 8
25 11 3	34 4 1	...	32 14 6	48 16 9	...	...	7 16 3	781 18 5	35 9 9	886 3 6
41 16 6	27 18 4	...	...	...	73 15 7	...	5 6 3	728 13 7	...	102 14 11
1 14 9	15 12 5	43 9 10	4 11 10	15 0 0	...	..	10 2 5	811 18 11	...	289 19 11
57 12 11	5 14 0	...	...	...	...	...	1 10 6	252 7 6	...	11 12 2
46 17 2	49 17 8	...	78 18 4	64 12 8	...	...	14 4 0	996 0 6	...	2,363 2 9
8 15 0	8 14 6	7 9 8	13 8 4	23 6 8	...	...	13 12 1	569 4 5	...	599 17 2
1 1 10	12 2 6	...	4 4 1	15 10 0	...	...	2 3 9	416 8 4	...	125 4 7
54 18 7	53 18 0	...	37 16 8	42 11 0	...	...	8 5 8	871 4 5	90 19 9	1,040 19 2
33 0 4	26 15 7	...	12 11 9	9 17 11	1 1 0	...	1 0 0	789 17 4	...	355 12 0
7 14 10	11 15 6	...	6 9 5	12 0 0	...	...	9 1 10	328 8 4	...	190 9 5
7 14 7	10 1 9	...	15 15 0	12 7 0	...	...	3 4 2	291 12 3	...	468 12 8
10 16 5	14 8 6	24 9 10	14 7 3	15 13 4	...	...	...	514 12 2	...	465 8 6
4 0 6	8 4 6	...	8 3 6	14 9 0	2 16 8	...	5 16 11	706 11 1	47 16 2	491 6 0
40 8 8	33 8 6	...	62 11 3	50 0 0	0 7 6	...	...	1,156 17 6	205 19 7	1,750 0 0
26 17 9	98 9 0	...	47 0 8	49 15 0	...	11 9 0	...	1,337 17 10	238 19 0	1,297 10 0
54 7 0	8 12 0	...	11 12 5	19 0 0	...	...	2 10 2	369 19 11	14 7 6	313 0 0
33 2 4	...	...	25 15 6	20 0 0	...	...	5 3 9	454 0 10	43 6 5	720 0 0
26 5 6	21 13 11	...	30 9 6	...	...	...	19 17 8	734 1 7	...	758 1 4
136 3 4	91 5 1	...	187 8 2	89 13 7	...	5 10 0	28 4 4	2,327 14 3	...	5,503 19 11
53 3 6	21 6 3	...	74 14 10	61 5 0	...	...	21 14 8	1,154 3 1	...	2,240 5 11
4 3 2	11 7 2	...	46 12 9	32 19 7	...	...	13 14 9	409 0 9	...	1,324 12 1
31 5 4	20 16 3	...	9 10 0	14 6 0	1 15 10	...	94 10 2	536 2 2	...	375 1 2
7 1 7	7 11 4	...	...	...	181 14 0	...	6 11 7	802 10 0	...	180 3 0
19 14 8	5 7 1	...	3 11 8	11 14 0	...	...	3 4 0	299 13 1	73 6 1	137 7 0
22 3 10	33 6 4	...	39 4 2	53 11 10	...	...	5 17 0	1,282 7 10	...	1,288 7 8
59 6 5	25 15 1	...	...	...	...	...	7 14 0	527 4 10	...	249 14 10
1 8 4	2 11 11	...	...	...	...	...	...	189 12 5	6 6 3	...
13 15 9	1 19 6	...	...	...	...	...	...	184 4 2	10 10 11	
6 13 8	10 2 10	...	...	...	...	...	...	363 7 10	41 17 7	...
16 17 0	41 4 1	...	29 2 7	37 3 6	14 6 8	0 18 0	15 10 8	1,866 4 2	...	1,292 15 7
55 2 2	42 7 11	...	20 9 4	60 0 0	...	5 2 9	6 18 0	933 9 10	37 7 5	480 0 0
31 3 9	21 11 0	...	15 15 0	25 0 0	...	...	1 1 0	718 19 7	151 19 11	450 0 0
82 7 3	60 15 0	...	60 9 3	45 16 4	...	...	7 13 8	1,402 12 5	13 11 1	1,802 11 3
87 16 9	25 10 10	...	84 3 0	44 17 4	3 1 6	...	9 10 0	1,207 14 7	...	2,354 19 11
0 17 10	23 1 2	...	5 5 6	10 0 0	...	...	0 17 10	312 7 10	...	153 1 8
2 15 6	5 15 9	1 19 0	...	...	...	...	0 4 8	287 17 5	39 13 8	...
78 13 2	16 16 6	...	64 12 2	48 0 0	...	...	4 18 0	1,066 10 6	...	1,764 16 6
1,499 16 4	1,292 1 8	194 13 0	2,000 17 8	1,993 11 10	314 3 1	31 1 9	489 9 1	44,648 2 0	1,185 11 11	60,926 9 2

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR.									
Alloway and Ayr (L.)	...	...	24 4 0	262 10 0	...	...	3 1 9	10 6 2	4 6 4
Ardrossan	...	...	67 10 5	1,786 0 11	...	...	8 19 8	66 13 9	10 19 10
Auchinleck	74 1 1	...	83 2 6	1,629 4 2	...	14 7 0	1 5 0	69 5 10	75 17 4
Ayr (B.)	...	...	205 15 0	4,654 14 10	...	...	26 7 0	286 6 8	245 8 2
Ballantrae	145 5 1	...	25 0 0	511 1 4	...	...	9 7 8	4 18 9	16 19 1
Barr	...	...	3 2 0	250 14 6	...	15 10 0	1 3 6	3 3 5	2 11 10
Beith	118 14 5	...	78 0 0	1,356 5 1	...	28 13 9	8 10 0	46 7 7	31 2 10
Colmonell	...	...	20 0 0	653 5 0	...	...	7 14 11	0 9 7	16 2 2
Coylton	...	...	23 10 0	620 8 4	...	160 0 0	1 10 0	11 12 4	9 5 6
Craigie	...	...	16 1 0	137 15 9	...	...	0 19 0	0 4 6	3 17 10
Crosshill	...	...	22 0 0	334 19 1	...	...	5 0 4	15 4 1	6 0 3
Dailly	...	...	23 1 0	470 2 0	...	...	4 0 11	11 10 0	21 19 1
Dalmellington	...	...	40 0 0	457 6 2	...	127 8 10	5 15 6	46 17 3	14 15 3
Dalry	...	...	65 0 0	1,318 14 7	...	...	3 5 7	28 11 3	14 6 0
Dalrymple	...	...	18 0 0	340 4 0	...	...	2 5 0	7 9 10	14 16 7
Dreghorn	...	...	80 0 0	1,033 17 5	...	...	3 16 8	87 12 9	25 19 4
Dundonald	...	...	83 15 0	1,003 11 9	...	...	5 5 10	20 1 9	27 15 2
Dunlop	75 1 9	...	22 10 0	270 0 0	...	...	0 8 3	...	4 3 6
Fenwick	...	...	16 0 0	260 0 0	...	69 7 8	2 0 8	27 13 2	3 10 7
Galston	289 13 7	...	40 0 0	1,198 19 1	...	67 13 7	4 16 6	53 8 9	43 11 0
Girvan (B.)	...	...	39 0 0	978 12 8	...	...	5 3 5	37 5 7	11 8 6
Girvan (L.)	43 18 9	...	25 0 0	693 15 3	...	...	3 7 9	4 10 9	13 7 4
Irvine (B.)	533 16 7	...	117 0 0	1,680 5 5	...	1,279 7 0	16 13 9	96 9 4	55 4 5
Irvine (L.)	45 2 0	...	47 0 0	300 11 6	...	...	1 0 11	...	1 14 9
Kilbirnie	401 7 7	...	41 7 4	1,477 18 10	...	221 13 6	3 16 1	99 12 4	17 8 6
Kilmarnock (B.)	...	...	282 0 0	6,904 16 2	...	246 5 4	56 18 5	465 5 8	259 9 5
Kilmarnock (L.)	...	...	45 15 0	639 13 4	...	55 10 11	4 13 1	11 16 1	35 4 2
Kilmaurs	91 5 11	...	50 10 0	1,237 13 2	...	...	6 18 10	26 16 4	9 17 6
Kilwinning	701 7 11	...	100 11 7	1,805 8 6	...	...	4 10 9	158 0 11	25 6 7
Auchintiber Comb.	71 12 0	...	3 13 2	121 14 3	...	...	0 7 4	0 15 0	5 9 4
Kirkmichael	...	...	13 0 0	189 5 9	...	...	1 10 0	0 14 6	1 6 2
Kirkoswald	...	...	20 0 0	462 17 6	...	...	3 7 11	5 8 1	5 6 0
Largs	...	...	30 0 0	888 12 3	...	4,333 8 2	9 3 10	16 3 8	25 2 11
Loudoun	420 19 11	...	49 10 0	1,256 3 10	...	...	5 6 1	50 10 4	14 12 6
Mauchline	...	...	25 0 0	790 13 4	...	...	1 12 7	12 0 3	8 18 3
Maybole	...	...	67 0 0	1,929 13 5	...	...	20 10 6	97 2 7	57 15 3
Monkton and Prestwick	...	...	28 2 3	460 15 0	...	...	4 17 6	28 13 8	17 4 0
Muirkirk	...	...	55 0 0	1,642 9 1	...	442 2 9	20 14 9	70 16 0	36 9 6
New Cumnock	...	...	52 0 0	964 10 0	...	...	7 5 1	18 3 3	22 10 7
Ochiltree	...	...	25 0 0	508 18 3	...	...	0 14 9	1 3 1	3 13 1
Old Cumnock	...	...	66 11 0	1,263 15 0	...	...	3 0 0	79 18 6	59 3 11
Riccarton	...	...	50 0 0	868 15 0	240 15 0	42 13 9	7 12 1	22 2 11	39 10 10
St Quivox	...	...	20 0 0	342 0 0	92 0 8	...	1 3 5	7 7 6	5 5 1
Sorn	441 19 11	...	40 0 0	889 6 2	...	...	3 15 11	9 2 10	11 11 0
Stair	...	...	15 10 0	298 9 4	...	...	2 18 0	8 11 3	0 18 8
Stevenston	536 2 5	...	55 0 0	1,480 5 10	...	...	6 3 11	35 17 7	32 19 8
Stewarton	...	...	60 0 0	742 4 0	...	...	1 17 4	15 19 7	16 4 4
Straiton	...	...	12 0 0	370 2 0	...	...	7 14 4	13 19 7	9 10 4
Symington	25 18 3	...	13 0 0	149 0 0	...	...	0 6 0	3 13 0	5 16 10
Tarbolton	236 7 6	...	30 0 0	937 6 0	...	...	4 16 3	32 5 0	28 9 8
West Kilbride	3 9 3	...	25 15 0	531 11 1	...	...	2 8 4	33 2 8	3 12 3
Total	4,256 3 11	...	2,460 16 3	51,396 15 11	332 15 8	7,104 2 3	326 2 8	2,261 5 3	1,433 19 0

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
5 18 2	14 15 5	...	19 5 0	24 0 0	...	...	2 1 4	370 8 2	178 1 6	532 0 0
55 1 7	126 13 5	...	285 6 7	140 18 5	...	1 2 0	84 1 0	2,633 7 7	764 16 1	8,011 6 9
124 11 2	98 11 2	...	42 12 11	64 6 8	...	...	38 2 8	2,815 7 6	...	1,192 7 6
296 12 2	275 15 6	...	715 4 4	847 3 8	...	50 15 0	202 7 9	7,806 10 1	396 15 7	19,274 13 4
52 13 10	17 8 4	...	66 1 11	50 19 10	1 1 0	...	22 0 11	922 17 9	...	1,950 16 4
1 10 0	23 14 6	...	18 15 4	33 6 8	...	...	0 19 5	354 11 2	...	485 2 3
140 3 10	97 12 8	...	81 0 6	136 3 5	2 2 5	14 1 2	44 14 1	2,183 11 9	...	2,266 19 11
62 14 0	23 17 10	...	36 18 8	52 7 10	...	...	...	873 10 0	195 1 1	978 4 7
23 4 1	24 6 2	...	21 13 6	196 0 0	...	...	4 17 10	1,096 7 9	...	431 0 9
7 9 3	8 18 10	...	20 2 6	25 0 0	...	...	...	220 8 8	102 11 11	550 0 0
30 13 2	40 0 4	...	51 2 7	46 4 8	...	...	11 5 4	562 9 10	20 7 0	1,352 18 4
11 7 4	15 16 11	...	50 6 10	43 17 1	...	...	2 5 8	654 6 10	101 19 8	1,396 4 8
50 11 3	27 15 9	...	44 18 8	137 1 4	...	1 11 1	0 5 1	954 6 2	...	1,197 12 3
45 0 3	151 18 3	39 11 11	105 16 4	183 15 4	...	...	3 0 6	1,959 0 0	442 11 5	2,812 17 3
10 2 5	20 2 10	...	57 11 2	55 16 5	...	2 15 2	11 17 7	541 1 0	48 16 6	1,596 4 9
130 15 3	59 6 5	...	61 14 6	128 6 8	...	2 11 0	17 5 8	1,631 5 8	169 15 0	1,635 3 4
60 18 1	94 3 8	...	97 17 9	155 0 0	...	1 7 6	10 19 4	1,560 15 10	177 11 8	2,652 10 0
25 1 0	18 6 8	...	41 8 0	67 7 0	...	...	11 8 6	535 14 8	35 7 10	1,115 10 4
18 17 8	15 17 4	...	22 8 0	41 13 4	...	...	7 17 11	485 6 4	99 9 6	582 10 0
259 3 7	98 5 10	...	42 2 4	90 0 0	...	...	27 10 1	2,215 4 4	...	1,290 14 10
155 15 3	64 17 5	...	101 8 7	55 11 6	...	...	12 8 11	1,461 11 10	...	3,521 0 5
14 16 6	19 3 1	...	57 9 4	64 13 4	...	...	3 10 0	943 12 1	...	1,585 4 0
151 4 6	125 13 1	...	169 7 6	215 10 0	...	13 19 0	98 5 6	4,552 16 1	...	5,808 2 10
11 7 0	10 7 6	...	...	...	...	...	10 5 2	427 8 10	13 15 2	...
73 2 0	34 0 1	...	72 10 4	95 11 2	...	...	11 1 11	2,549 9 8	...	2,485 14 4
728 14 9	343 7 11	...	657 18 5	724 6 8	...	12 6 6	192 5 0	10,873 14 3	441 1 4	17,822 1 1
7 3 0	32 2 8	...	75 16 8	166 13 4	...	2 12 0	5 11 8	1,082 11 11	80 2 3	2,000 0 0
66 12 2	102 12 11	...	75 13 7	111 19 5	...	...	26 11 9	1,806 11 7	...	2,119 0 7
225 19 8	136 19 1	44 1 6	229 19 1	186 1 0	...	0 15 6	40 7 1	3,659 9 2	...	7,339 1 0
...	7 17 0	...	...	...	...	...	2 15 5	214 3 6	...	1 18 8
...	9 13 4	44 7 5	35 11 3	28 2 8	...	...	1 2 9	324 13 10	34 9 3	987 19 8
58 16 11	17 17 1	...	34 3 0	26 14 8	...	...	24 13 0	659 4 3	...	988 6 10
51 9 0	76 8 6	...	181 12 3	225 6 11	16 14 3	...	82 5 9	5,936 7 6	14 12 3	5,429 18 2
53 8 0	69 5 2	...	58 12 4	104 10 2	6 6 0	...	22 10 2	2,111 14 6	...	1,709 15 5
21 11 6	70 9 0	...	113 8 0	760 0 0	...	...	12 4 0	1,115 16 11	...	2,824 19 11
76 19 0	115 8 7	...	463 11 8	152 14 7	...	1 10 0	50 5 8	3,032 11 3	403 5 11	13,279 15 0
29 1 4	34 6 0	...	72 0 8	68 1 6	...	...	1 1 0	744 2 11	261 3 1	1,771 17 6
97 12 4	110 14 0	...	120 7 0	143 14 8	...	...	35 5 4	2,775 5 5	...	3,083 15 3
22 12 6	78 13 5	10 0 0	114 10 5	210 0 0	...	2 10 0	13 6 6	1,516 1 9	547 16 7	3,041 13 4
15 6 5	18 8 6	...	32 16 2	25 14 8	...	...	...	631 14 11	373 10 9	911 13 1
59 4 4	74 4 2	...	137 11 2	171 9 0	...	...	16 5 1	1,931 2 2	373 1 2	3,801 12 0
175 10 9	58 6 3	...	...	...	9 11 8	12 2 6	11 15 5	1,538 16 2	...	254 10 1
7 3 2	22 3 3	...	18 12 6	40 0 0	...	...	3 2 2	558 17 9	104 17 11	600 0 0
24 14 9	45 6 7	...	62 8 7	69 13 7	...	...	90 16 9	1,688 16 1	...	2,533 3 9
46 18 5	16 7 4	...	...	...	21 0 0	...	10 13 6	421 6 6	19 6 5	...
206 7 3	123 19 4	...	161 2 9	176 12 11	...	31 18 0	37 2 8	2,883 12 4	...	4,786 1 11
30 12 9	50 19 1	22 0 8	105 5 8	169 8 4	...	...	...	1,214 9 9	83 1 10	2,835 14 6
31 12 3	26 11 1	...	63 0 7	66 5 0	...	...	1 12 4	602 7 6	77 13 5	1,710 12 6
72 5 5	10 1 0	...	25 17 0	29 3 0	...	...	2 19 10	338 0 4	...	830 17 9
50 8 10	73 4 8	...	44 9 7	100 0 0	...	...	31 4 0	1,568 11 6	...	1,335 2 4
42 5 5	17 8 8	...	74 11 10	62 17 8	...	...	2 16 3	799 18 5	1 6 1	2,059 3 2
4,021 3 3	3,250 3 7	160 1 6	5,242 1 4	6,070 4 1	56 15 4	151 16 5	1,317 5 3	89,841 11 8	5,562 8 2	148,713 12 3

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.									
Aberlour	...	...	20 13 0	594 4 8	...	...	0 15 10	7 5 0	9 1 4
Alvah	...	...	19 0 0	472 12 9	...	121 12 6	6 13 1	7 3 5	11 9 3
Banff (B.)	358 7 2	...	64 16 6	1,205 8	...	27 14 9	18 2 8	46 19 2	64 18 0
Banff (L.)	...	...	15 0 0	265 18 0	...	...	2 13 2	7 16 9	12 15 2
Boharm	...	...	18 0 0	399 10 10	...	112 5 9	1 15 11	16 0 2	12 6 0
Botriphnie	...	...	13 0 0	241 12 9	...	...	1 2 6	16 9 2	3 12 11
Boyndie	...	...	16 0 0	668 18 7	...	...	2 14 11	10 12 10	22 3 1
Cabrach	...	...	11 0 0	136 10 0	...	...	3 13 8	0 18 11	2 11 1
Cullen	140 11 8	...	39 17 9	716 6 10	...	43 7 1	2 9 4	16 17 6	30 18 4
Deskford	...	...	16 0 0	250 17 8	...	...	0 17 6	11 17 4	16 1 9
Enzie	...	...	26 5 0	659 5 8	...	...	9 18 4	52 7 4	14 15 1
Fordyce	45 10 10	...	48 14 0	1,634 13 1	...	216 6 10	31 13 0	43 12 10	100 11 3
Forglen	...	...	2 10 0	320 2 8	...	...	1 2 3	4 15 0	3 9 11
Gamrie	197 14 9	...	69 12 6	1,987 5 6	...	1,086 4 5	7 2 4	43 8 2	40 7 2
Glenrinnes	...	...	8 10 0	165 14 1	...	...	1 17 2	4 5 0	3 6 10
Grange	...	...	17 0 0	477 12 10	...	...	1 8 9	19 17 5	15 8 5
Inveravon	...	...	23 15 0	647 14 2	...	...	1 19 9	5 3 2	11 16 7
Inverkeithny	12 11 6	...	13 0 0	291 1 3	...	...	3 4 8	4 6 1	13 0 0
Keith	...	...	54 0 0	1,786 12 5	...	397 14 7	10 7 7	194 1 4	32 6 3
Kirkmichael	87 15 11	...	12 10 0	240 9 2	...	...	...	8 1 10	3 18 1
Marnoch	...	...	35 0 0	773 8 7	...	...	7 9 5	13 5 2	16 2 11
Mortlach	...	...	29 0 0	694 8 0	...	87 3 1	5 14 11	24 5 6	17 16 11
Ordiquhill	...	...	11 0 0	178 2 9	...	...	3 7 0	2 1 0	2 0 0
Rathven	...	...	86 0 0	2,241 17 1	...	1,116 11 6	20 14 2	95 0 10	112 16 0
Rothiemay	...	...	20 0 0	447 2 8	...	...	5 0 11	26 0 7	16 1 7
Total of Banff	842 11 10	...	690 3 9	17,464 2 8	...	3,209 0 6	151 18 10	682 11 6	589 14 0
BERWICK.									
Abbey St. Bathans	...	...	5 0 0	150 15 3	...	...	0 2 6	2 7 10	0 19 11
Ayton	125 3 6	...	25 0 0	470 7 7	...	...	3 2 7	18 3 6	17 0 10
Bunkle and Preston	...	...	9 0 0	123 18 4	...	...	0 9 2	1 14 9	1 0 3
Channelkirk	...	...	14 8 0	193 15 11	...	13 12 6	0 11 8	0 16 10	0 14 3
Chirnside	105 14 10	...	17 10 0	402 2 7	...	...	...	23 4 4	10 3 4
Cockburnspath	64 12 10	...	15 0 0	295 0 0	...	...	...	4 17 4	0 17 6
Coldingham	...	...	53 0 0	952 1 3	150 0 0	1,176 15 5	12 11 1	10 8 9	21 7 9
Coldstream	...	...	30 15 0	637 0 6	...	...	3 12 4	17 1 1	9 1 8
Cranshaws	9 15 2	...	5 5 0	112 7 0	...	...	0 12 0	0 2 8	0 9 2
Duns	...	...	54 4 0	669 5 1	...	...	7 6 0	41 5 1	18 10 11
Earlston	14 13 2	...	22 5 0	476 11 8	...	...	2 3 1	15 14 1	16 10 9
Eccles	...	...	15 0 0	531 15 9	...	62 6 1	2 12 4	13 4 4	9 5 11
Edrom	...	...	25 15 0	428 5 2	...	...	1 9 1	4 15 6	24 15 6
Eyemouth	...	...	52 5 0	578 14 9	...	...	9 19 3	31 17 6	45 4 2
Foge	13 11 7	...	13 8 0	253 2 7	...	22 8 0	0 8 9	2 18 5	1 10 0
Foulden	...	...	10 8 0	138 14 0	...	...	0 10 6	1 3 8	1 0 4
Gordon	3 17 9	...	12 10 0	238 0 7	...	20 0 0	4 2 8	25 14 5	2 15 5
Greenlaw	...	...	16 15 0	321 2 0	...	...	4 3 10	28 18 2	4 7 6
Hume and Stitchell	...	...	12 0 0	285 15 0	...	...	1 4 5	4 7 0	2 4 4
Hutton	0 9 8	...	13 0 0	258 11 3	...	...	1 10 6	7 19 2	26 0 1
Ladykirk	4 6 11	...	10 0 0	165 16 6	...	...	0 2 6	1 19 10	1 3 9
Langton	...	...	9 0 0	186 4 9	...	...	0 8 6	7 11 0	2 1 10
Lauder	...	...	20 0 0	544 8 2	...	...	2 6 0	25 18 11	7 15 4
Legerwood	...	...	6 0 0	115 6 3	...	...	0 19 8	0 3 11	0 19 2
Longformacus	...	...	7 0 0	115 6 0	...	...	3 14 6	0 5 3	0 14 0
Mertoun	...	...	10 0 0	140 0 0	...	...	0 7 0	1 12 1	0 11 10
Mordington	13 18 7	...	3 0 0	113 2 6	...	...	2 6 3	0 9 7	1 15 8
Nenthorn	...	...	10 10 0	128 8 0	...	...	0 8 3	0 15 2	1 15 7
Polwarth	...	...	6 13 9	101 18 6	...	...	0 5 0	1 4 4	1 1 3

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
16 1 3	20 17 7	...	25 0 3	21 7 7	...	...	31 2 1	713 8 7	...	893 18 7
13 11 11	22 4 11	...	7 13 8	27 10 0	20 17 2	...	14 5 5	744 14 1	...	296 7 5
65 4 5	83 19 1	...	17 18 3	17 10 0	...	...	*192 0 5	2,162 11 1	...	1,013 17 11
11 13 6	16 2 9	24 12 7	18 18 0	22 10 0	...	...	5 18 10	403 18 10	108 2 5	517 10 0
49 18 9	27 14 3	...	43 19 7	25 3 11	6 4 8	1 17 6	6 6 9	721 4 1	3 16 9	1,231 8 2
3 3 6	9 7 6	...	28 0 0	16 9 2	...	...	0 1 6	332 19 0	188 18 11	783 11 9
4 17 5	28 11 0	...	69 9 2	34 0 11	0 6 10	...	28 5 1	885 19 10	106 4 5	1,993 5 6
7 13 9	22 1 3	...	17 16 11	16 0 11	...	...	0 2 4	218 8 10	86 5 11	493 14 9
14 12 1	53 7 3	...	88 16 4	60 15 0	...	5 14 0	27 13 11	1,241 7 1	...	2,702 3 8
13 2 10	14 7 5	...	28 17 6	13 15 0	...	...	1 11 9	367 8 9	47 15 5	811 3 10
65 17 0	33 8 7	...	52 1 3	35 16 6	...	...	4 17 6	954 12 3	105 11 1	1,455 9 1
125 2 8	111 6 8	...	172 19 11	162 15 10	3 18 11	1 5 6	36 8 8	2,735 0 0	...	4,856 13 9
5 10 3	13 5 0	...	24 6 0	29 6 0	...	...	0 16 10	405 3 11	89 4 4	672 6 0
117 16 9	136 15 2	...	117 15 9	118 11 6	...	1 10 0	18 5 7	3,942 9 7	...	4,285 17 2
5 3 1	10 9 8	...	7 10 1	7 3 0	...	...	0 2 0	214 0 11	127 17 6	209 12 4
30 1 7	20 11 0	...	71 1 4	431 3 2	...	...	7 9 3	691 13 9	86 0 4	2,001 3 7
6 6 8	36 16 5	...	33 9 1	41 17 0	...	...	5 1 0	813 18 10	...	940 12 4
48 13 10	10 0 8	...	1 15 8	12 5 8	...	...	4 14 6	414 13 10	...	55 17 4
132 11 8	119 12 10	...	186 11 6	245 11 8	21 16 2	2 10 11	42 11 8	3,226 8 7	508 9 9	5,100 4 3
15 2 0	18 0 3	...	13 0 5	9 4 0	...	...	5 13 3	413 14 11	...	417 13 3
56 13 9	46 14 7	...	69 12 7	59 7 1	...	...	1 19 7	1,079 13 8	24 4 10	1,934 9 2
61 11 8	65 6 8	17 13 1	86 9 1	56 3 7	...	...	25 0 0	1,170 12 6	122 1 0	2,290 16 9
21 11 5	9 14 5	...	2 2 9	6 19 3	...	...	0 6 8	237 5 3	21 12 6	54 1 5
82 7 4	102 16 7	...	284 11 1	189 17 2	...	15 2 2	31 6 2	4,379 0 1	743 3 10	8,790 12 1
13 15 3	32 6 8	...	36 9 5	34 17 9	...	...	...	631 14 10	286 9 2	1,011 14 8
988 4 4	1,065 18 2	42 5 8	1,506 5 7	1,296 1 8	53 3 9	28 0 1	492 0 9	29,102 3 1	2,655 18 2	44,814 6 9
16 2 11	2 10 0	...	...	...	...	...	...	177 18 5	37 3 1	...
15 14 1	42 9 2	...	20 2 6	33 6 8	...	...	1 7 11	771 18 4	...	584 14 5
0 8 6	6 2 0	...	...	...	...	...	0 7 9	143 0 9	115 5 3	...
2 8 3	15 9 5	...	10 3 2	18 2 4	...	...	0 2 2	270 4 6	41 9 6	272 3 4
9 15 4	31 3 2	...	25 11 8	31 19 4	...	...	4 12 3	661 16 10	...	801 15 10
64 8 3	14 5 1	...	...	...	...	...	...	459 1 0	...	19 7 6
12 9 7	64 17 3	...	110 17 8	111 10 3	...	...	123 5 7	2,799 4 7	727 14 7	4,128 14 10
22 12 10	41 16 5	...	59 12 8	63 6 6	...	2 2 6	5 16 9	892 18 3	76 0 6	1,640 10 3
11 10 4	2 10 0	...	...	...	...	...	...	142 11 4	...	4 10 5
20 0 1	63 15 8	...	182 0 5	142 16 7	...	...	5 2 11	1,204 6 9	19 13 3	4,841 15 7
12 4 0	19 4 8	...	45 16 10	33 15 6	...	...	0 3 8	659 2 5	34 11 8	1,276 0 11
12 5 5	22 2 10	...	...	...	...	...	1 0 3	669 12 11	38 11 7	...
12 2 9	27 4 8	...	12 12 10	11 18 6	1 6 2	1 6 0	1 14 0	553 5 2	31 11 0	349 6 4
36 5 0	51 14 7	...	71 7 4	30 18 8	...	...	4 19 6	913 5 9	70 17 2	2,008 2 2
13 16 6	14 10 2	...	...	...	...	...	0 7 6	336 1 6	...	18 7 9
3 8 0	5 11 6	...	...	...	...	...	...	160 16 0	12 15 0	...
11 4 9	17 15 3	...	9 7 2	11 10 0	...	...	...	356 18 0	67 2 2	258 15 0
9 4 5	23 3 1	...	40 10 4	28 6 7	...	...	4 9 11	481 0 10	42 9 10	1,129 6 1
29 18 3	15 0 0	...	...	...	...	...	1 9 5	351 18 5	35 18 11	...
15 4 9	23 15 7	...	0 2 10	8 0 0	...	...	1 4 6	355 18 4	23 3 8	...
9 2 4	12 12 4	...	3 18 5	8 0 0	...	...	0 0 2	217 2 9	5 17 3	104 13 4
17 0 7	12 13 0	...	21 10 4	24 10 8	...	...	2 9 6	283 10 2	3 13 3	590 2 8
9 14 0	41 12 6	...	32 13 0	54 7 0	...	...	19 0 9	757 15 8	172 3 4	878 9 11
18 10 0	6 0 0	...	13 2 4	10 6 0	...	...	...	171 7 4	100 5 1	364 8 2
0 16 6	3 10 0	...	...	...	...	...	...	131 6 3	4 8 3	...
0 15 11	14 7 6	...	...	...	...	...	1 0 0	168 14 4	69 13 5	...
12 14 11	5 1 9	...	8 4 5	13 11 1	...	...	0 7 3	174 12 0	75 0 4	220 11 7
6 7 0	8 8 1	...	...	...	...	...	...	156 12 1	4 12 7	...
0 12 4	6 5 11	...	...	...	...	...	...	118 1 1	3 11 6	...

* Rating Authorities overpayment £100.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BERWICK—*contd.*									
Swinton	...	...	15 0 0	252 3 3	...	...	1 11 9	2 4 9	5 8 1
Westruther	41 7 5	...	11 6 8	120 2 3	...	...	0 17 10	2 2 5	1 0 5
Whitsome	1 5 1	...	11 10 0	188 7 3	...	...	0 10 10	1 7 6	4 15 8
Total of Berwick	398 16 6	...	542 8 5	9,688 9 8	150 0 0	1,295 2 0	70 9 10	302 9 2	243 2 2
BUTE.									
Cumbrae	3 7 2	...	22 0 0	358 4 10	...	...	12 12 1	41 12 9	14 13 9
Kilbride	...	...	17 10 0	307 0 0	...	...	4 8 4	3 14 9	12 4 10
Kilmory	...	...	27 2 0	591 14 11	...	...	2 13 9	4 7 9	22 7 5
Kingarth	95 11 6	...	25 0 0	394 5 11	...	844 4 1	2 11 10	5 11 1	29 10 4
North Bute and Rothesay (L.)	0 18 4	...	20 0 0	369 10 8	...	...	2 6 1	7 0 8	16 2 1
Rothesay (B.)	565 16 5	...	75 0 0	2,270 8 9	...	33 17 10	12 5 1	145 17 4	46 1 2
Total of Bute	665 13 5	...	186 12 0	4,291 5 1	...	878 1 11	36 17 2	208 4 4	140 19 7
CAITHNESS.									
Bower	117 13 2	...	33 0 0	481 13 9	...	...	6 6 0	14 16 9	19 0 2
Canisbay	25 10 8	...	28 10 0	614 12 11	...	133 10 10	5 2 5	13 9 2	19 13 10
Dunnet	...	...	24 10 0	413 3 4	...	...	3 9 6	6 11 8	18 15 5
Halkirk	...	...	30 0 0	992 4 10	...	277 11 7	10 5 3	28 12 5	28 5 5
Keiss	...	...	26 0 0	368 10 0	...	170 3 2	6 9 10	19 9 2	11 10 6
Latheron	...	...	87 5 0	1,369 15 2	...	400 11 7	8 3 8	23 14 4	49 18 5
Olrig	...	...	29 0 0	403 17 9	...	60 9 6	1 15 5	17 15 4	11 8 5
Murkle (Comb.)	...	...	5 0 0	179 5 0	...	...	0 6 0	9 4 1	6 7 11
Reay	...	...	30 0 0	383 17 5	...	80 0 0	12 6 4	21 11 9	5 8 11
Thurso	...	...	75 3 4	1,560 16 5	...	1,204 3 10	28 3 1	101 8 4	64 4 2
Watten	...	...	22 0 0	359 0 0	...	...	0 17 2	9 11 11	8 18 1
Wick (B.)	...	...	95 5 6	2,016 15 10	...	1,480 0 0	14 12 2	114 2 1	196 15 3
Wick (L.)	323 3 10	...	75 0 0	1,477 15 1	...	...	13 11 9	35 12 7	93 10 1
Total of Caithness	466 7 8	...	560 13 10	10,621 7 6	...	3,806 10 6	111 8 7	415 19 7	533 16 7
CLACKMANNAN.									
Alloa (B.)	86 11 7	...	110 0 0	2,509 10 6	...	1,608 19 7	27 8 7	165 16 5	164 17 7
Alloa (L.)	...	...	60 0 0	1,263 12 8	...	600 0 0	9 6 7	40 19 2	55 9 2
Alva	133 14 5	...	32 2 0	1,447 19 7	...	...	7 18 9	177 13 3	59 1 6
Clackmannan	...	...	38 0 0	828 17 8	...	...	6 17 8	28 10 0	18 12 2
Dollar	...	...	22 0 0	346 6 8	...	...	5 13 0	13 14 10	19 18 9
Tillicoultry	...	...	37 0 0	1,265 15 7	...	...	11 2 4	171 9 10	48 17 9
T. of Clackmannan	220 6 0	...	299 2 0	7,662 2 8	...	2,208 19 7	68 6 11	598 3 6	366 16 11
DUMBARTON.									
Arrochar	...	...	12 0 0	207 2 6	...	...	3 0 3	2 9 4	2 8 3
Bonhill	140 0 9	...	124 10 0	3,128 7 11	...	...	16 0 5	115 10 2	104 2 2
Cardross	168 0 9	...	90 0 0	1,540 9 8	...	198 18 0	15 2 6	61 14 9	43 10 2
Cumbernauld	115 18 2	...	53 0 0	755 18 11	...	...	21 12 5	40 16 11	75 4 7
Dumbarton (B.)	1,435 12 5	...	166 0 0	4,761 8 0	...	313 9 3	52 6 1	243 13 10	141 12 11
Dumbarton (L.)	...	...	9 2 0	*...	...	...	0 2 6	...	...
Kilmaronock	66 5 8	...	12 0 0	239 1 10	...	...	0 10 6	3 2 2	9 9 10
Kirkintilloch (B.)	41 3 11	...	72 5 0	1,729 9 2	...	652 2 0	29 15 10	134 12 6	69 14 4
Lenzie (Comb.)	569 2 6	...	20 0 0	947 7 6	...	...	19 6 6	35 0 9	52 13 2
Kirkintilloch (L.)	161 18 6	...	51 0 0	640 15 2	...	...	6 7 2	24 5 10	17 11 6
Condorrat (Comb.)	125 8 6	...	20 0 0	263 16 8	...	...	1 2 6	10 10 11	13 19 9
Luss	103 10 3	...	15 2 0	85 1 0	...	27 10 0	0 12 4	1 4 11	2 11 9
New Kilpatrick	329 5 2	...	132 5 0	2,290 18 6	...	393 6 7	23 14 9	58 0 4	151 10 6
Old Kilpatrick	992 17 8	...	181 13 4	3,799 12 4	...	...	38 6 2	304 11 9	290 16 6
Roseneath	126 1 2	...	25 0 0	541 2 3	...	...	1 8 1	10 4 9	12 0 1
Row	...	...	110 0 0	2,611 9 6	...	...	11 19 6	63 11 1	88 2 2
T. of Dumbarton	4,375 5 5	...	1,093 17 4	23,542 0 11	...	1,585 5 10	241 7 6	1,114 10 0	1,075 7 8

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May, 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
18 12 7	21 1 9	...	44 9 6	35 2 10	...	...	0 0 7	395 15 1	5 9 4	1,235 12 0
1 7 4	9 9 10	...	3 8 4	31 15 0	...	...	18 5 6	241 3 0	...	110 18 11
7 14 2	11 4 0	...	27 4 7	35 18 3	...	...	0 19 4	290 16 8	63 9 10	750 19 7
434 11 8	657 7 2	...	742 16 4	739 1 9	1 6 2	3 8 6	198 7 2	15,467 16 6	1,947 11 4	21,589 6 7
25 7 3	23 11 6	...	25 0 1	37 2 4	...	...	...	563 11 9	1 9 5	677 4 3
26 17 6	7 1 0	35 18 10	68 12 8	78 10 0	...	...	...	561 17 11	263 19 4	1,902 0 0
40 17 9	1 5 0	...	73 1 3	87 10 0	...	...	8 1 7	859 1 5	112 1 5	2,000 0 0
0 8 1	19 4 8	...	32 14 8	43 15 11	2 12 [illegible]	...	14 2 11	1,509 13 [illegible]	14 2 0	1,401 13 5
9 12 5	10 13 9	...	39 10 7	45 17 6	...	...	4 14 6	526 [illegible] 7	14 4 4	1,083 10 [illegible]
263 13 3	169 1 3	...	127 4 7	160 3 6	...	6 0 0	93 9 0	3,968 18 [illegible]	...	4,128 12 3
366 16 3	230 17 2	35 18 10	366 3 10	452 19 [illegible]	2 12 6	6 0 0	120 8 0	7,989 [illegible] 4	405 16 6	11,192 19 11
34 9 8	24 7 7	...	54 5 0	45 0 0	...	...	[illegible]1 19 1	852 11 2	...	1,571 15 7
24 10 11	20 7 4	...	63 1 6	71 10 0	...	4 16 10	3 11 9	1,028 8 2	74 13 7	1,855 2 6
36 8 10	6 5 0	...	35 10 6	28 0 0	...	0 5 0	3 9 8	576 8 11	66 19 4	994 0 0
172 16 6	28 10 0	...	44 11 8	35 0 8	...	...	3 18 3	1,651 16 7	...	1,363 1 4
43 18 5	20 0 2	4 3 6	52 19 8	45 16 8	3 7 0	...	35 8 2	807 16 3	94 5 4	1,481 3 4
45 19 2	85 17 4	...	306 6 6	252 0 0	...	...	13 1 4	2,642 12 6	655 4 11	8,628 0 0
58 15 6	27 0 4	5 5 6	49 8 2	26 0 2	...	9 14 1	5 7 4	705 17 6	27 14 9	1,378 3 4
4 5 3	15 3 5	...	...	...	2 0 4	...	0 7 1	221 19 1	...	...
39 4 3	21 19 11	...	82 13 1	36 13 11	32 15 0	4 13 6	7 11 1	758 15 2	...	2,355 16 2
87 18 7	85 8 1	5 5 6	192 4 3	138 12 7	5 14 2	71 0 4	25 0 0	3,645 2 8	...	5,360 13 5
33 7 7	17 13 9	...	33 6 5	28 0 0	...	3 7 11	3 0 0	[illegible]1 2 10	268 6 6	924 0 0
61 16 2	119 16 5	...	194 6 5	183 17 8	14 9 [illegible]6	1 18 0	79 0 0	4,572 15 0	...	6,359 3 5
161 4 0	70 11 6	8 4 6	191 16 0	160 0 0	...	9 8 0	46 16 8	2,666 14 0	...	5,925 6 6
804 14 10	543 0 10	22 19 0	1,300 9 2	1,050 11 8	58 6 0	105 3 8	248 10 5	20,649 19 10	1,187 4 5	38,196 5 7
95 5 11	155 3 5	...	204 2 3	217 16 8	...	...	44 6 10	5,389 19 4	749 11 2	7,890 4 4
59 9 8	78 1 10	...	137 15 10	142 17 1	...	...	15 4 8	2,462 16 8	374 12 6	4,355 9 8
365 4 9	149 13 1	...	190 18 0	187 10 0	...	...	*1,127 12 5	3,879 7 9	...	5,452 7 10
52 13 6	59 1 3	...	17 4 1	27 3 9	12 12 3	2 9 [illegible]	...	1,092 1 10	79 4 1	464 7 1
8 9 7	46 11 4	...	65 18 10	64 0 0	...	...	15 0 0	607 13 0	38 15 2	1,836 0 0
241 16 4	94 14 11	...	74 6 8	118 17 8	...	...	...	2,064 1 1	219 5 3	2,025 8 11
822 19 9	583 5 10	...	690 5 8	758 5 2	12 12 3	2 9 6	1,202 3 11	15,495 19 8	1,461 8 2	22,023 17 10
11 1 2	12 10 3	0 5 10	...	...	...	...	0 1 1	250 18 8	120 8 7	...
421 15 2	165 13 11	...	242 13 11	337 19 3	...	9 1 9	20 0 6	4,825 15 11	...	6,717 10 1
171 0 2	107 11 1	...	93 13 11	246 6 8	...	...	38 8 4	2,774 16 0	...	2,691 2 1
163 8 8	76 17 11	99 2 4	126 8 1	91 12 3	...	12 8 2	18 19 8	1,651 8 1	...	3,712 17 10
407 4 7	391 6 7	...	552 12 10	670 8 4	5 13 6	5 0 0	129 19 9	9,276 8 1	...	16,358 7 8
...	...	84 12 2	...	...	...	...	...	93 16 8	153 4 10	82 10 0
22 1 2	14 0 8	9 0 0	17 8 6	26 1 6	...	...	2 11 5	421 13 3	...	500 14 3
69 1 11	190 19 6	318 3 6	456 1 3	109 0 10	30 8 8	0 2 6	76 11 11	3,979 12 10	128 8 3	12,742 12 5
18 3 2	116 16 8	...	...	...	...	...	27 8 9	1,805 19 0	...	287 16 6
54 15 5	53 17 0	15 17 2	158 4 0	145 11 1	...	3 18 0	20 19 1	1,354 19 11	...	4,568 13 10
13 16 0	20 3 2	...	...	...	...	...	1 5 10	470 3 4	...	101 12 10
18 19 2	9 6 10	...	...	...	...	...	4 7 9	268 6 0	...	35 11 2
141 6 6	162 4 6	67 11 7	194 2 10	293 13 7	5 12 6	0 11 6	31 19 9	4,276 3 7	69 8 10	5,290 11 10
302 18 11	388 4 4	...	1,233 17 2	934 16 1	15 14 10	6 10 0	93 10 11	8,583 10 0	...	34,265 13 4
38 3 9	41 14 11	...	1 16 9	10 0 0	...	...	5 18 4	813 10 1	...	89 15 11
127 11 2	207 6 0	3 4 0	396 2 1	321 4 9	2 0 6	5 5 0	97 14 8	4,050 10 5	385 15 3	11,045 19 11
1,981 6 11	1,958 13 4	597 16 7	3,473 1 4	3,186 14 4	59 10 0	42 16 11	569 17 9	44,897 11 10	857 5 9	98,491 9 8

* To Logie under Boundary Commissioners Order, £1,100.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES.									
Annan (incl. B.)	...	...	57 0 0	1,499 13 5	...	...	24 15 10	92 12 10	40 2 9
Applegirth and Sibbaldbie	...	...	14 4 0	262 3 0	...	...	1 12 9	1 15 4	2 1 0
Brydekirk	...	...	15 0 0	154 1 7	...	246 14 2	2 14 11	5 1 10	3 6 8
Caerlaverock	...	...	15 0 0	521 9 9	...	970 0 0	5 17 6	10 0 1	11 18 9
Canonbie	23 16 3	...	30 0 0	755 19 5	...	...	3 8 4	22 10 2	21 6 3
Closeburn	...	...	15 0 0	219 19 11	...	...	1 7 7	1 1 2	6 13 6
Cummertrees	...	...	13 0 0	324 12 1	...	300 0 0	3 6 1	1 1 0	6 7 9
Dalton	...	...	9 0 0	148 0 3	...	...	0 16 7	1 7 2	1 17 11
Dornock	69 5 2	...	14 0 0	233 5 0	...	...	1 10 0	1 13 0	11 17 5
Dryfesdale	...	...	85 0 0	1,041 6 10	...	5 5 0	15 13 3	69 16 10	36 16 6
Dumfries (B.)	624 14 9	...	190 0 0	2,201 15 11	...	144 1 10	54 1 0	217 0 6	124 17 10
Dumfries (L.)	55 8 5	...	68 0 0	1,125 2 2	40 2 11	679 17 1	7 13 0	96 1 6	60 19 8
Dunscore	...	...	16 0 0	432 18 1	...	6 9 7	3 15 11	6 17 1	4 3 4
Durrisdeer	...	...	20 0 0	372 8 0	...	...	1 4 2	0 2 6	3 6 4
Eskdalemuir	...	...	12 0 0	214 10 0	...	...	...	4 9 2	3 2 7
Ewes	6 16 4	...	10 0 0	147 16 0	...	...	0 11 3	0 14 8	9 7 5
Glencairn	56 14 1	...	28 15 0	603 0 6	...	...	6 9 6	5 13 3	9 19 10
Gretna	0 7 5	...	15 0 0	490 19 0	...	...	4 0 0	11 5 9	8 12 9
Halfmorton	...	...	8 7 0	185 0 0	...	...	2 18 2	4 19 7	1 13 4
Hoddam	...	...	15 0 0	371 7 1	...	...	3 3 0	10 4 10	3 12 0
Holywood	...	...	16 0 0	440 17 7	...	...	6 8 10	4 5 7	3 3 10
Hutton and Corrie	...	...	17 10 0	296 0 4	...	...	9 1 10	12 10 8	5 6 5
Johnstone	...	...	16 16 0	366 3 11	...	...	4 1 0	5 10 3	10 3 3
Keir	...	...	9 0 0	242 11 6	...	...	0 7 7	2 11 5	9 2 10
Kirkconnel	...	...	14 0 0	381 5 0	...	...	1 1 4	3 10 6	3 12 7
Kirkmahoe	...	...	28 0 0	380 10 10	...	...	4 8 1	3 3 2	10 10 3
Kirkmichael	39 14 5	...	19 0 0	302 17 6	...	...	1 15 0	2 6 9	3 5 0
Kirkpatrick-Fleming	86 7 1	...	16 1 0	413 4 0	...	...	1 0 6	5 19 9	6 0 10
Kirkpatrick-Juxta	32 9 5	...	16 0 0	277 1 3	...	155 18 9	3 14 9	1 19 5	4 5 0
Langholm	...	...	50 0 0	1,149 7 1	...	...	8 11 9	67 19 10	35 10 3
Lochmaben (incl. B.)	110 19 0	...	28 0 0	783 19 5	...	...	4 16 11	7 16 2	17 16 5
Middlebie	...	...	21 0 0	297 14 0	...	...	0 11 3	9 8 2	6 18 8
Moffat	261 14 10	...	38 0 0	799 6 1	...	46 19 2	17 7 6	53 0 3	49 5 5
Morton	...	...	35 0 0	451 15 3	...	...	1 11 0	20 15 5	39 1 10
Mouswald	30 15 7	...	7 11 6	190 15 0	...	...	1 1 9	2 18 6	1 7 10
Penpont	...	...	17 2 0	394 8 0	...	...	2 4 9	1 18 3	6 9 7
Ruthwell	73 9 3	...	16 7 0	212 1 6	...	...	0 2 0	4 18 6	3 10 10
St. Mungo	101 14 11	...	18 3 0	308 9 3	...	...	1 11 6	6 1 1	2 7 0
Sanquhar (incl. B.)	91 2 8	...	29 8 0	724 17 0	...	...	6 15 5	9 5 8	43 8 7
Tinwald	...	...	13 0 0	328 10 11	...	...	1 19 5	3 17 10	2 5 2
Torthorwald	144 15 4	...	18 0 0	356 6 5	...	...	1 2 8	12 3 9	4 8 1
Tundergarth	...	...	16 3 0	198 6 6	...	...	1 15 6	6 4 0	1 16 0
Tynron	25 11 1	...	7 16 0	250 4 6	...	...	0 15 0	1 4 7	2 0 9
Wamphray	9 5 1	...	8 0 0	215 2 6	...	...	0 2 6	0 19 5	1 5 2
Westerkirk	...	...	10 0 0	167 0 0	...	111 3 7	1 2 5	14 10 4	1 15 6
Total of Dumfries	1,845 1 1	...	1,136 3 6	21,234 3 4	40 2 11	2,666 9 2	228 9 1	829 7 6	647 0 8
EDINBURGH.									
Borthwick	...	...	15 0 0	273 12 6	...	...	1 9 10	11 2 0	15 7 6
Carrington	...	...	2 0 0	179 11 9	...	...	0 16 6	0 18 5	1 19 2
Cockpen	102 17 6	...	25 0 0	537 0 1	...	36 1 2	4 17 8	2 19 11	18 19 6
Colinton	...	...	52 0 0	1,368 19 0	...	796 0 6	3 6 3	25 18 2	158 12 6
Corstorphine	...	...	31 1 0	437 5 11	...	...	2 12 11	16 16 10	13 16 3
Cramond	11 4 7	...	61 5 0	1,077 11 1	...	...	2 14 3	39 2 4	64 7 6

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
96 2 0	55 19 0	...	23 8 2	35 13 5	1 0 7	6 4 6	203 1 1	2,135 13 7	135 3 4	635 13 4
13 9 4	17 2 11	...	16 3 9	38 8 3	0 13 0	...	...	367 13 4	13 18 0	424 1 8
0 12 1	11 19 11	...	2 10 8	...	6 19 5	...	1 15 9	450 17 0	54 11 10	250 0 0
5 10 9	10 13 6	...	38 12 10	28 0 0	...	...	26 16 9	1,643 19 11	166 8 10	1,358 0 0
71 8 9	48 8 3	...	65 12 5	97 10 11	...	...	24 16 1	1,164 16 10	25 2 2	1,718 2 9
...	12 19 8	1 9 6	13 5 5	23 6 8	...	...	0 0 6	295 3 11	86 17 6	361 12 2
54 3 5	13 16 6	...	31 18 9	35 0 0	...	...	1 1 0	784 6 7	0 3 4	1,310 0 0
31 8 0	8 6 6	...	10 12 9	17 10 0	...	1 13 4	...	230 12 6	...	279 15 5
4 4 5	17 5 11	...	43 17 0	41 10 0	...	...	3 11 10	441 19 9	...	1,259 2 9
37 7 8	58 16 11	...	99 16 6	60 4 6	...	23 5 0	34 3 0	1,567 12 0	34 13 2	2,791 18 2
362 11 4	129 2 6	...	143 17 3	280 0 0	7 6 5	59 8 6	264 15 4	4,803 13 2	...	4,814 3 4
288 6 4	89 4 5	...	151 18 7	237 6 3	59 0 3	5 0 6	38 11 9	3,002 12 10	...	4,902 0 6
11 13 6	13 0 0	...	46 19 0	30 17 2	...	...	15 16 2	588 9 10	67 13 11	1,313 0 6
8 7 8	17 3 0	...	5 0 0	50 0 0	...	...	0 16 6	478 8 2	20 19 10	100 0 0
117 8 4	11 13 6	...	...	...	...	1 13 9	2 14 1	367 11 5	193 2 7	...
1 19 2	3 3 4	...	35 14 2	15 8 10	...	...	0 10 6	232 1 8	...	1,010 5 1
109 6 1	36 16 6	...	57 5 4	45 0 0	2 8 0	...	4 5 8	965 13 9	...	1,491 13 2
9 7 6	15 17 3	...	47 1 8	56 1 5	...	1 12 6	1 16 1	662 1 4	9 0 0	1,291 7 7
18 1 0	7 6 0	...	11 5 5	8 17 5	...	...	2 16 4	251 4 3	22 9 8	313 3 6
7 8 5	18 13 8	...	33 15 4	27 2 4	...	...	1 9 0	491 15 8	35 8 2	937 10 6
23 12 10	16 18 5	...	7 6 4	28 11 0	...	...	1 8 10	548 13 3	16 3 6	185 19 3
51 19 7	17 19 4	...	23 11 4	38 13 4	...	...	10 13 8	483 6 6	47 11 8	622 13 4
10 16 1	24 10 0	...	...	...	39 2 2	...	27 19 0	505 1 8	9 15 10	...
9 6 7	16 0 0	...	23 10 4	56 0 0	...	...	3 0 7	371 10 10	7 14 7	560 0 0
15 6 8	16 12 5	...	7 0 0	100 0 0	...	...	3 4 9	545 13 3	5 15 4	100 0 0
27 19 0	18 2 5	...	22 13 10	34 17 11	1 7 6	...	2 14 11	534 7 11	35 3 2	616 7 8
18 19 6	17 14 0	...	...	...	...	...	2 3 5	407 15 7	...	19 11 7
14 3 4	21 15 5	...	51 13 11	64 4 6	...	...	6 2 0	686 12 4	...	1,508 7 7
4 8 3	11 11 8	3 15 9	25 3 0	24 12 0	...	...	9 13 1	570 12 4	...	853 2 10
139 2 3	107 9 8	...	67 18 8	121 4 6	0 6 8	...	55 13 4	1,803 4 0	...	1,908 1 6
44 5 10	49 16 1	...	58 5 8	93 19 4	...	...	11 15 2	1,211 10 0	...	1,696 1 4
48 13 11	23 0 3	...	...	...	...	...	4 4 11	411 11 2	...	6 11 2
36 3 0	88 18 3	...	94 19 0	114 11 8	...	...	25 10 11	1,625 16 1	...	2,896 6 0
20 2 0	28 19 3	...	...	...	...	...	7 17 4	605 2 1	...	25 15 0
8 3 0	11 17 0	...	2 7 0	8 8 0	...	...	1 0 4	261 5 6	...	73 5 2
39 7 2	14 19 8	...	...	...	...	2 2 0	5 2 0	483 13 5	63 9 6	...
21 3 0	10 7 6	...	...	...	...	...	3 14 8	345 14 3	...	19 18 3
40 9 6	11 12 5	...	20 0 8	23 3 4	...	...	6 4 0	539 16 8	...	667 18 9
7 14 8	31 10 8	...	40 5 0	150 0 0	...	0 2 0	3 12 11	1,138 2 7	...	1,133 15 11
22 19 2	11 4 11	...	11 15 11	20 5 3	...	...	...	415 18 7	77 0 4	301 15 6
30 15 8	19 15 8	...	19 6 5	23 0 0	...	...	5 16 5	635 10 5	...	632 6 11
0 9 6	4 16 6	...	...	...	...	...	1 17 8	231 8 8	24 7 2	...
5 0 8	3 14 0	...	...	...	...	...	1 16 6	298 3 1	54 11 10	...
1 10 8	4 10 0	...	...	...	...	...	...	240 15 4	5 18 8	...
17 9 9	4 14 9	...	...	...	...	...	1 14 11	329 11 3	...	41 4 9
1,903 17 4	1,185 19 6	5 5 3	1,354 12 1	2,029 8 0	118 4 0	101 2 1	831 18 9	36,157 4 3	1,213 3 11	40,430 12 11
39 3 8	16 19 0	...	...	...	...	...	1 1 0	373 15 6	92 16 10	...
0 14 9	10 4 8	...	...	...	...	...	...	196 5 3	32 2 8	...
103 19 11	45 1 7	...	54 2 11	83 18 4	...	...	14 7 3	1,029 5 10	134 14 1	1,475 12 6
59 17 2	123 11 10	...	193 0 2	202 10 9	...	...	8 5 6	2,992 1 10	497 15 0	6,197 0 6
62 6 3	30 2 9	...	28 18 1	69 19 1	...	...	3 0 9	695 19 10	87 9 2	761 14 1
134 1 7	50 2 6	...	96 1 1	132 13 2	...	...	7 1 8	1,676 4 9	91 14 0	2,541 13 1

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*									
Cranston	26 7 8	...	10 0 0	378 6 0	...	...	0 17 6	1 13 0	2 8 3
Crichton	...	...	11 10 0	319 11 8	...	...	...	4 6 0	5 8 1
Currie	579 12 8	...	37 10 0	570 0 0	...	...	14 16 3	37 18 1	46 16 10
Dalkeith (B.)	345 1 11	...	68 12 6	1,028 17 0	...	...	5 13 8	32 1 3	54 11 1
Dalkeith (L.)	38 4 11	...	22 10 0	424 11 2	...	...	1 11 0	3 9 0	6 4 10
Duddingston (L.)	...	...	30 0 0	189 10 6	...	...	0 9 11	8 0 9	17 4 6
Edinburgh (City.)	...	...	2,943 16 7	48,473 2 10	5,646 5 1	6,916 13 10	650 6 8	4,351 15 5	3,736 7 8
Edinburgh (St. Cuthberts and Dean)	...	...	162 10 0	3,682 16 7	10 0 0	4,880 4 2	21 15 3	567 12 1	225 8 3
Fals and Soutra	8 1 10	...	5 10 6	132 9 6	...	...	0 5 0	1 10 6	3 18 4
Glencorse	...	...	17 0 0	328 6 8	...	...	0 2 8	1 4 7	29 15 11
Heriot	...	...	4 10 0	178 8 9	...	...	0 18 0	0 17 7	3 1 11
Inveresk (L.)	...	...	35 16 8	83 0 0	...	...	2 6 10	4 9 8	13 17 7
Kirknewton and East Calder	29 14 0	...	30 11 8	1,118 6 3	...	38 10 10	6 13 2	12 15 3	54 3 4
Lasswade	...	...	92 0 0	2,931 2 1	500 0 0	1,278 19 5	38 1 10	110 4 11	199 9 4
Leith (B.)	...	...	707 16 11	15,302 12 0	...	10,599 19 5	155 7 9	963 16 10	1,145 3 1
Leith, South (L.)	...	...	30 0 0	394 2 4	...	...	4 1 9	41 10 4	47 1 8
Liberton	...	...	70 10 6	1,301 5 0	...	26 16 6	13 7 5	63 13 6	87 3 6
Mid-Calder	157 1 2	...	27 12 1	972 6 7	...	181 13 10	3 13 10	42 11 9	26 15 2
Musselburgh (B.)	...	...	94 3 4	2,216 15 11	...	69 9 8	13 14 5	34 16 0	126 10 8
Newbattle	...	...	25 15 0	921 4 3	...	4,805 18 3	2 13 2	15 18 1	106 7 11
Newton	...	...	30 0 0	399 18 6	...	119 15 7	3 17 1	10 10 3	24 10 2
Penicuik	370 6 8	...	44 0 0	1,191 16 1	...	...	9 10 8	16 11 7	78 16 1
Ninemileburn (Comb.)	...	...	...	88 4 1	...	...	0 7 6	1 0 3	9 7 4
Portobello (B.)	59 0 4	...	140 0 0	1,556 8 6	...	...	21 12 4	184 15 1	128 18 6
Ratho	70 17 11	...	15 0 0	470 15 6	...	...	0 18 10	13 6 10	6 19 1
Stobhill	...	...	40 0 0	632 15 3	...	...	9 4 1	32 14 6	22 1 0
Stow	...	...	22 10 0	463 5 5	...	...	3 5 3	3 16 3	22 17 2
Temple	...	...	10 0 0	226 14 0	...	122 8 6	0 4 9	1 3 4	1 18 9
West Calder	280 2 7	...	98 10 0	1,928 7 10	...	...	16 12 7	46 15 0	205 16 0
Total of Edinburgh	2,078 13 9	...	5,014 1 9	91,779 0 7	6,156 5 1	29,872 11 8	1,018 6 7	6,707 15 4	6,712 4 5
ELGIN.									
Alves	3 3 9	...	20 0 0	301 11 1	...	...	1 5 0	4 8 6	7 17 9
Bellie	...	...	20 0 0	299 13 2	...	...	5 8 4	11 12 5	1 19 3
Birnie	...	...	13 0 0	138 4 3	...	...	3 9 2	9 14 0	4 15 5
Cromdale	...	...	40 0 0	964 11 2	...	...	18 0 1	15 1 4	41 3 7
Dallas	...	...	20 0 0	268 15 0	...	...	4 18 0	4 14 9	26 2 7
Drainie	...	...	35 0 0	965 5 3	...	155 16 3	1 11 9	17 10 8	53 14 1
Duffus	25 5 2	...	29 15 0	1,400 2 4	...	451 5 10	11 17 11	93 10 10	65 3 6
Dyke	...	...	18 0 0	289 18 5	...	...	0 17 7	8 5 11	37 10 0
Edinkillie	...	...	21 0 0	194 4 2	...	...	1 0 8	4 12 2	7 12 5
Elgin (B.)	278 1 1	...	92 0 0	2,111 4 2	...	1,344 6 0	27 6 10	100 11 0	157 5 3
Elgin (L.)	4 1 4	...	30 11 0	662 1 3	...	...	1 1 11	15 4 6	42 0 9
Forres (B.)	228 14 11	...	62 16 4	934 3 1	...	2,162 10 6	11 18 11	21 18 4	45 18 7
Forres (L.)	...	...	12 1 0	* ...	...	...	0 6 2	...	...
Kinloss	...	...	19 0 0	390 7 4	...	...	1 12 8	14 9 2	14 4 4
Knockando	48 10 11	...	18 0 0	381 19 4	...	...	1 18 8	21 12 8	13 0 1
New Spynie	5 1 9	...	8 15 0	169 6 0	...	...	0 3 6	4 12 10	3 14 0
Rafford	...	...	23 10 0	348 0 6	...	...	4 2 0	9 12 11	10 3 4
Rothes	...	...	22 15 0	696 12 9	...	...	3 18 4	17 13 1	24 9 8
St. Andrews-Lhanbryde	216 17 3	...	42 0 0	541 17 5	...	...	3 2 2	11 16 4	12 9 8
Speymouth	...	...	28 10 0	549 18 7	...	...	3 18 0	11 4 1	10 13 11
Urquhart	36 13 11	...	23 16 0	313 1 0	...	...	0 10 5	6 15 11	14 8 9
Total of Elgin	846 10 1	...	600 9 4	11,920 16 8	...	4,113 18 7	108 8 1	405 1 5	594 7 4

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
16 1 6	13 0 11	...	...	...	...	...	3 10 8	452 5 6	4 4 11	...
12 4 6	10 14 6	...	1 9 3	9 16 4	...	...	2 2 11	377 3 3	...	34 5 9
25 17 2	46 3 10	15 0 0	64 15 0	65 6 4	...	...	27 5 1	1,531 1 3	...	2,128 9 9
114 16 3	102 14 10	...	134 15 2	99 12 10	2 12 8	...	126 4 3	2,115 13 5	...	4,085 9 9
8 13 4	13 13 9	...	4 0 9	9 18 4	12 0 0	2 11 1	0 13 0	548 1 2	...	174 1 9
7 9 4	13 6 7	...	8 4 6	20 0 0	...	...	...	294 6 1	221 2 0	220 0 0
3,451 18 9	5,367 1 3	...	8,785 7 1	8916 3 3	20 3 8	147 5 6	3,568 2 11	102,974 10 6	3,114 12 7	260,837 7 8
287 19 8	349 1 8	26 11 0	765 10 3	839 18 11	...	...	223 12 7	12,043 0 5	143 10 4	22,960 15 9
13 2 10	7 0 0	...	24 19 11	21 16 9	...	...	1 1 9	219 16 11	78 17 9	693 1 5
12 3 1	13 0 0	...	16 6 6	28 9 11	2 17 5	...	3 7 10	452 14 7	6 10 11	416 10 9
25 6 9	7 10 6	...	3 16 0	6 7 5	...	...	62 8 6	293 5 5	...	108 14 2
4 8 3	14 9 1	63 14 9	40 3 3	42 10 0	...	...	36 5 1	341 1 2	187 6 8	1,115 12 6
43 12 8	88 14 2	...	53 2 9	92 14 11	...	6 8 6	32 13 10	1,608 1 4	...	1,351 0 2
307 8 5	257 13 8	55 5 0	483 6 1	694 6 11	...	4 9 5	92 17 8	7,045 4 9	...	13,428 7 0
2,238 0 8	1,684 8 1	...	2,739 19 5	3,530 9 5	45 3 8	42 2 6	359 6 6	39,514 6 3	8,671 11 10	81,542 2 7
113 12 3	33 19 9	...	84 11 11	52 0 10	...	...	20 13 0	821 13 10	77 0 0	1,951 10 5
111 16 0	83 6 11	...	164 6 11	262 6 7	31 10 10	5 7 6	37 7 7	2,258 18 9	165 13 6	4,270 17 0
105 5 7	70 15 6	...	68 18 3	98 18 9	...	...	7 1 7	1,762 14 1	...	2,001 2 4
126 14 9	175 6 1	...	189 6 3	198 12 2	...	9 12 1	25 6 6	3,280 7 10	...	4,913 3 0
2 17 6	89 6 1	...	87 19 1	258 17 2	...	...	0 6 4	6,317 2 10	871 13 8	6,193 2 10
24 14 2	24 13 6	...	16 4 5	21 13 11	...	...	3 19 0	679 16 7	99 11 1	447 2 1
40 9 3	96 17 11	34 14 6	76 7 10	116 0 4	...	...	26 19 10	2,102 10 9	...	2,195 18 5
2 1 2	7 4 0	...	...	...	...	...	0 0 5	108 4 9	...	...
50 6 4	77 16 3	...	249 11 6	199 13 0	...	2 19 6	25 9 11	2,696 11 3	59 18 1	6,826 5 6
27 15 2	33 16 9	50 19 4	...	...	...	...	1 11 4	692 0 9	...	64 10 7
43 0 5	69 3 2	...	27 18 1	53 6 9	...	...	10 9 2	940 12 5	58 18 5	747 3 2
20 17 6	29 12 9	...	146 19 5	112 13 1	...	...	0 5 11	826 2 9	101 2 9	4,094 16 4
19 10 3	16 14 11	...	7 4 0	23 2 8	...	...	0 12 10	429 14 0	...	245 8 8
138 9 3	182 3 9	...	83 4 1	134 15 3	...	...	25 10 1	3,140 6 5	...	2,294 7 1
7,796 16 1	9,255 12 6	246 4 7	14,700 9 11	16,398 13 2	114 3 3	220 16 1	4,759 2 3	202,831 2 0	14,798 6 3	436,316 17 7
1 14 9	15 12 6	...	29 17 9	32 12 3	...	...	6 13 7	424 16 11	1 12 5	821 7 1
17 5 5	15 5 1	...	...	...	...	...	2 0 0	373 3 8	72 16 6	...
32 15 1	11 15 6	...	11 15 6	9 6 7	...	...	105 12 2	340 7 8	...	414 12 10
33 19 7	65 8 8	...	146 2 1	99 17 0	...	...	75 9 2	1,499 12 8	89 8 7	4,089 15 4
9 2 0	14 0 3	...	41 3 11	33 14 9	...	...	3 6 7	425 17 10	112 9 11	1,143 6 11
48 18 9	113 9 7	...	138 0 0	104 9 2	...	1 1 0	...	1,634 16 11	178 16 8	3,851 19 6
122 5 5	114 3 0	...	101 0 9	147 13 5	9 5 7	24 16 1	34 19 11	2,631 4 9	186 13 11	3,703 12 7
4 10 2	12 15 8	...	44 13 5	34 18 11	...	...	1 7 0	452 17 1	78 5 10	1,241 7 9
0 9 1	18 15 3	34 9 0	27 11 9	19 4 11	...	...	...	328 19 5	116 17 1	769 0 6
161 11 4	207 6 3	...	282 18 9	213 16 8	26 6 8	2 1 0	182 18 2	5,187 13 7	...	8,104 4 9
41 10 3	42 17 5	69 8 3	66 5 6	116 10 0	...	...	22 4 1	1,113 16 3	...	1,792 1 5
24 5 10	85 1 6	...	153 15 0	124 15 2	...	...	33 10 2	3,889 8 4	157 17 4	5,487 2 7
...	...	390 0 0	15 18 4	11 2 2	...	...	5 10 11	434 18 7	37 11 5	743 12 1
24 8 5	21 9 9	...	33 2 6	23 1 6	...	...	1 2 8	542 18 4	196 6 10	923 7 7
48 1 1	26 7 11	...	34 18 3	66 13 4	...	...	0 19 4	662 1 7	71 10 8	936 13 4
9 3 8	7 18 7	...	11 9 5	15 14 11	...	...	4 18 0	240 17 3	10 5 1	311 2 8
0 9 1	21 2 4	...	30 2 1	20 3 7	...	...	2 12 8	469 18 6	59 5 5	839 16 9
29 9 9	32 17 9	...	92 19 8	69 12 10	56 13 1	2 0 0	25 5 4	1,074 7 3	29 11 11	2,542 15 3
13 1 10	25 0 0	...	36 13 7	52 10 4	...	...	19 11 5	975 0 0	...	1,200 0 4
14 16 4	39 9 10	...	48 3 8	42 6 2	...	...	4 10 0	753 10 7	...	1,339 4 7
5 15 3	18 8 4	16 8 9	15 9 9	27 9 5	...	...	4 18 6	483 16 0	25 4 7	416 10 0
643 13 1	909 5 2	510 6 0	1,362 1 8	1,265 13 1	92 5 4	29 18 1	537 9 8	23,940 3 7	1,424 14 2	40,671 13 10

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE.									
Abdie	...	...	15 0 0	119 11 4	...	...	0 13 0	1 7 1	3 3 10
Aberdour	...	...	20 0 0	516 6 7	...	...	1 13 0	2 18 0	22 14 5
Anstruther-Easter	256 0 9	...	23 0 0	360 8 11	...	...	0 15 3	21 4 11	15 18 6
Anstruther-Wester	...	...	15 0 0	211 15 10	...	...	0 16 7	5 16 0	9 0 9
Auchterderran	9 6 9	...	18 10 1	459 10 7	...	...	1 18 10	12 5 0	11 15 4
Cluny (Comb.)	...	...	1 13 4	55 0 0	...	...	0 3 8	0 8 3	5 7 5
Auchtermuchty	229 11 4	...	23 8 0	461 0 0	...	...	15 4 3	10 13 9	13 4 11
Auchtertool	6 19 0	...	23 5 0	207 19 4	...	...	3 11 8	22 8 0	3 5 1
Ballingry	83 9 8	...	16 1 0	310 16 3	...	...	5 1 0	7 5 9	8 10 3
Balmerino	43 8 9	...	13 15 0	237 16 6	...	...	...	3 15 6	1 16 6
Beath	...	...	116 12 0	2,109 5 1	...	2,337 7 3	17 7 4	43 16 0	77 0 0
Burntisland (B.)	...	...	52 12 0	989 7 7	...	43 9 4	7 13 5	51 17 1	67 3 0
Burntisland (L.)	...	...	25 0 0	250 0 0	...	47 16 10	1 3 11	12 7 2	11 1 9
Cameron	...	...	22 0 0	350 9 11	...	...	2 18 8	1 11 3	12 8 10
Carnbee	36 7 0	...	16 0 0	322 1 2	...	37 0 0	2 4 3	6 12 5	9 6 5
Carnock	...	...	15 0 0	336 3 3	...	...	1 18 9	14 16 0	0 16 1
Ceres	134 13 11	...	21 0 0	397 13 1	...	...	1 4 0	17 5 1	16 14 11
Collessie	...	...	24 0 0	657 7 6	...	45 0 0	3 0 2	7 16 4	13 6 9
Crail	...	...	22 0 0	437 10 0	...	...	2 2 0	6 12 0	19 6 9
Creich	8 12 4	...	10 8 0	170 15 3	...	...	0 4 2	2 10 5	1 12 3
Culross	...	...	14 11 8	268 17 11	...	...	3 7 11	17 7 4	3 19 11
Cults	20 17 6	...	8 0 0	237 6 8	...	...	1 7 6	26 0 2	5 14 9
Cupar (B.)	707 14 6	...	35 0 0	962 14 4	...	...	2 5 8	70 5 1	44 17 8
Cupar (L.)	...	...	13 0 0	53 0 0	...	...	1 11 6	2 12 6	1 8 9
Dairsie	71 13 0	...	10 0 0	208 12 6	...	...	1 13 5	1 9 2	2 6 3
Daigetty	...	...	20 0 0	422 18 10	...	...	1 16 0	10 15 1	15 0 2
Dunbog	36 15 4	...	2 0 0	230 4 0	...	...	...	4 7 6	2 1 5
Dunfermline (B.)	...	...	160 0 0	4,814 5 5	...	3,975 10 4	38 8 2	271 15 2	160 7 5
Dunfermline (L.)	...	...	112 0 0	2,349 19 2	...	347 12 10	6 16 5	48 2 1	89 8 6
Dunino	1 5 5	...	7 0 0	171 19 0	...	...	0 6 0	3 5 10	1 14 5
Dysart (B.)	4,161 14 0	...	103 5 2	3,050 10 5	...	70 17 4	12 16 10	77 17 6	167 9 2
Dysart (L.)	...	...	12 12 0	240 10 6	...	622 7 10	2 7 2	23 7 6	21 12 10
Elie	...	...	20 0 0	376 11 9	...	...	7 15 2	3 18 4	15 13 10
Falkland	244 11 7	...	22 10 0	582 12 1	...	...	2 6 4	45 2 10	10 17 4
Ferry-Port-on-Craig	180 18 0	...	35 10 6	760 14 9	...	...	2 4 2	28 8 8	54 16 8
Flisk	...	...	7 0 0	108 14 0	...	...	1 2 2	1 10 7	2 2 11
Forgan	...	...	40 0 0	976 3 9	...	...	7 10 11	18 19 5	76 17 8
Inverkeithing	32 19 8	2 12 6	38 4 0	668 1 4	...	...	3 11 0	37 17 10	12 13 5
Kemback	59 14 7	...	14 0 0	177 0 10	...	...	0 8 6	13 5 4	4 17 10
Kennoway	...	...	20 0 0	500 6 8	...	44 13 9	2 11 1	45 15 6	7 10 8
Kettle	...	...	17 0 0	388 1 5	...	...	2 14 7	0 4 2	13 13 10
Kilconquhar	383 7 0	...	17 0 0	447 8 6	...	...	8 4 0	9 19 3	8 8 0
Kilmany	4 3 8	...	12 0 0	193 4 4	...	84 0 0	1 14 0	3 16 0	2 2 10
Kilrenny	361 12 3	...	39 0 0	837 0 10	...	...	1 19 9	22 18 2	33 10 10
Kinghorn (incl. B.)	62 6 11	...	37 10 0	620 11 8	...	...	1 2 3	16 4 1	45 17 5
Kinglassie	...	...	17 15 0	276 19 10	...	...	1 18 0	16 10 4	11 5 0
Kingsbarns	15 14 4	...	12 10 0	314 1 9	...	...	0 18 7	2 17 2	2 12 7
Kirkcaldy (B.)	...	...	145 0 0	3,740 6 1	...	...	29 2 11	92 19 1	302 18 6
Kirkcaldy (L.) and Abbotshall	9 14 0	...	10 5 0	206 13 10	...	...	0 5 0	4 6 8	4 7 11
Largo	...	4 10 9	22 0 0	357 3 0	...	...	0 5 0	20 18 9	7 14 5
Largoward	88 4 5	...	21 10 0	345 16 4	...	...	3 14 7	4 13 0	8 18 9
Leslie	...	...	35 0 0	956 15 4	...	...	9 0 10	75 3 7	58 2 3
Leuchars	62 18 9	...	22 10 0	651 5 0	...	239 12 0	5 1 6	8 7 1	26 10 8
Lochgelly	...	...	40 0 0	1,134 18 9	...	649 11 8	9 6 0	25 7 11	49 6 7
Logie	...	...	9 0 0	142 0 6	...	...	1 1 6	1 15 8	4 12 2
Markinch	...	...	89 12 0	1,686 14 9	81 2 11	288 12 8	12 5 1	144 18 0	68 9 8
Monimail	...	...	18 0 0	273 14 6	...	...	6 0 8	7 8 9	2 13 7
Moonzie	...	...	9 7 6	137 0 0	...	...	0 12 0	1 11 4	2 1 7
Newburgh	56 4 7	...	20 1 0	469 3 2	...	...	1 8 7	32 16 6	21 8 6

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3 4 5	8 1 1	...	6 9 5	23 17 3	...	...	...	261 7 5	16 15 3	161 0 7
17 18 9	23 15 8	...	66 6 2	43 15 0	...	1 8 3	0 12 9	717 8 7	163 17 1	1,584 7 6
11 17 7	28 18 6	...	3 14 3	8 0 0	...	...	15 17 0	745 15 8	...	278 17 10
9 11 3	11 12 3	...	...	...	...	...	1 10 0	265 2 8	3 0 3	...
29 16 10	22 11 2	...	31 17 0	66 13 4	...	8 6 6	4 14 3	677 5 8	21 6 4	843 6 8
4 11 7	5 11 0	...	...	...	...	...	0 17 1	73 12 4	...	3 1 6
91 15 10	27 6 7	...	9 6 1	15 3 4	17 4 8	...	9 9 9	923 8 6	144 5 3	250 13 11
11 16 8	4 9 9	...	9 13 2	7 14 5	...	...	0 10 9	301 12 10	24 1 4	268 3 7
62 12 4	18 14 1	...	20 6 0	68 0 0	33 7 3	...	6 2 7	640 6 2	5 0 3	512 0 0
18 6 0	9 4 0	...	...	...	...	...	11 8 4	339 10 7	...	13 15 0
251 5 11	125 6 9	...	291 4 1	305 11 1	0 18 1	9 13 6	24 6 3	5,709 13 4	...	9,194 5 5
81 4 0	88 13 8	...	151 4 7	121 12 5	...	6 15 3	42 8 5	1,704 0 9	...	4,205 4 7
29 13 7	33 13 0	...	58 5 6	60 0 0	...	...	3 8 7	532 10 4	87 11 1	1,620 0 0
26 15 3	16 8 1	...	...	...	...	...	...	432 12 0	144 14 10	...
27 2 8	17 2 9	...	3 4 3	8 19 0	...	...	6 4 10	492 4 9	77 10 9	232 0 9
29 17 1	19 15 1	...	...	...	...	...	0 14 5	419 0 8	92 14 11	...
61 12 6	26 5 6	...	...	...	...	...	25 0 9	701 9 9	...	134 14 4
12 9 3	34 10 7	...	6 9 4	17 16 7	...	...	11 7 9	833 4 3	...	366 6 8
26 14 2	25 5 1	7 10 6	108 8 1	341 9 4	10 17 1	...	...	1,007 15 0	...	2,686 0 0
8 13 2	5 18 2	...	5 9 3	15 8 9	...	...	1 9 0	231 0 9	...	160 18 5
3 19 3	11 16 1	...	...	...	...	...	3 7 3	327 7 4	184 15 7	...
1 13 8	7 8 7	...	29 7 0	13 6 6	...	...	2 14 0	353 16 4	...	831 11 3
53 15 6	112 8 5	...	87 1 6	43 1 8	...	...	65 14 3	2,184 18 7	...	2,763 17 7
0 1 11	6 6 0	...	6 8 0	14 1 4	...	...	13 11 5	112 1 5	14 13 8	168 16 0
1 2 9	10 12 0	...	7 13 6	18 0 0	...	...	5 14 6	338 17 1	...	255 10 3
49 17 2	29 10 11	...	48 10 8	77 12 5	...	...	...	676 1 3	294 19 6	1,309 0 10
0 16 10	7 2 8	...	3 14 1	9 0 0	...	...	0 6 6	296 8 4	...	117 9 11
280 19 11	399 15 9	...	510 16 5	425 4 9	...	2 5 0	126 9 3	11,165 17 7	...	14,264 13 2
164 5 6	236 11 10	41 18 0	321 3 9	256 18 4	5 1 2	...	80 13 7	4,060 11 2	147 16 8	8,927 11 10
2 2 6	8 8 0	...	2 16 0	5 0 0	...	...	0 1 3	203 18 5	5 8 5	75 0 0
115 14 8	191 3 6	...	408 12 10	230 15 0	17 7 3	0 6 0	43 7 6	8,651 17 2	...	7,201 1 8
4 3 0	14 3 1	...	11 9 6	11 13 4	...	...	14 8 9	978 15 6	32 2 2	688 6 8
32 13 0	23 17 8	...	9 17 2	13 6 4	2 1 4	...	54 12 7	560 7 2	...	255 0 5
59 7 9	29 17 11	...	31 19 2	55 0 10	...	...	14 14 10	1,099 0 8	120 4 1	1,030 0 11
38 16 7	63 0 9	...	51 18 5	86 0 0	...	...	26 7 4	1,328 15 10	...	1,696 2 6
0 17 3	3 5 0	...	5 13 10	6 6 2	...	...	...	136 11 11	18 0 7	156 5 3
39 11 11	66 10 2	...	118 0 11	97 2 1	33 2 6	...	2 2 1	1,476 1 5	101 19 3	3,294 18 3
93 19 11	40 14 2	...	35 19 3	62 0 3	...	...	8 19 0	1,037 12 4	0 8 8	962 10 10
7 8 8	15 15 10	...	23 12 9	22 13 4	...	...	1 12 4	340 10 0	...	712 8 11
23 13 0	37 19 2	...	24 11 9	15 19 3	3 0 0	...	5 7 6	731 8 4	290 11 3	795 1 4
5 14 2	30 12 0	...	56 9 9	70 0 0	...	...	7 0 7	591 10 6	313 4 5	1,540 0 0
8 17 11	27 18 0	...	26 19 0	43 12 4	24 2 6	...	32 9 4	1,038 5 10	...	1,006 0 11
26 16 3	6 5 3	...	...	...	...	...	6 4 2	340 6 6	...	79 16 8
7 15 11	36 10 4	...	55 10 3	38 5 1	...	...	11 0 10	1,445 4 3	...	1,882 15 11
61 3 3	89 13 8	27 8 0	109 17 6	110 9 0	...	...	7 19 7	1,190 3 4	...	3,091 1 3
32 9 10	15 5 6	35 0 0	50 12 6	66 13 4	...	...	9 10 6	533 19 10	89 1 0	1,300 0 0
15 18 5	10 6 10	...	7 9 11	10 0 0	...	...	2 16 7	395 6 2	1 0 10	205 0 0
402 18 0	329 15 5	2 0 0	962 0 6	660 5 5	...	9 11 6	196 13 3	6,873 10 8	...	21,455 8 10
19 18 10	7 16 7	10 10 0	...	...	...	...	4 11 4	278 9 2	...	25 2 0
3 3 11	19 1 3	18 1 0	30 18 9	28 19 3	...	...	4 14 10	517 10 11	...	880 13 6
31 13 11	17 5 6	38 14 6	26 14 6	44 5 6	...	...	6 2 3	637 13 3	...	818 18 0
57 10 8	96 3 7	...	186 9 0	225 15 3	...	...	4 7 8	1,704 8 2	198 9 5	4,966 11 11
18 16 7	41 2 8	...	58 17 11	81 15 4	...	...	8 4 7	1,225 2 1	80 13 8	1,865 4 0
141 1 6	90 10 11	...	121 14 8	122 6 4	...	4 1 10	9 4 11	2,397 11 1	1,067 16 5	5,023 7 6
...	1 9 6	...	...	...	...	...	42 1 9	202 1 1	...	9 4 11
86 11 4	120 7 0	...	207 18 1	177 5 2	17 9 7	...	25 14 0	3,007 0 3	...	6,623 2 0
8 0 1	14 0 4	...	10 0 0	...	...	...	10 6 0	350 3 11	32 6 0	250 0 0
0 16 8	4 7 7	...	...	...	...	...	...	155 16 8	1 1 4	...
41 19 4	36 13 4	...	12 13 4	22 13 7	...	...	12 0 0	727 1 11	...	418 9 3

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*									
Newburn	4 7 0	...	10 0 0	123 12 5	...	...	0 6 6	0 16 8	1 19 7
Pittenweem	...	...	28 0 0	586 10 11	...	...	4 8 9	104 0 11	15 7 11
St. Andrews (B.)	73 5 2	...	50 5 0	1,267 9 8	...	...	2 5 11	44 18 10	49 9 3
St. Andrews (L.) and St. Leonards	...	...	42 0 0	443 7 6	...	75 10 10	1 1 1	4 8 5	11 16 3
St. Monance	54 10 0	...	28 4 7	517 7 11	...	...	2 13 4	6 18 8	31 4 9
Saline	...	...	17 11 8	253 13 8	...	...	3 4 9	3 14 10	11 16 2
Scoonie	...	...	35 0 0	1,301 13 11	...	1,405 0 0	22 11 5	74 3 11	78 14 11
Springfield	14 14 1	...	10 0 0	305 9 8	...	...	0 13 9	27 19 6	9 19 7
Strathmiglo	70 0 5	...	23 0 0	471 3 6	...	...	2 17 7	73 2 8	18 11 5
Torryburn	...	...	16 0 0	307 5 0	...	...	2 2 0	4 8 7	5 12 8
Tulliallan	764 9 0	...	20 0 0	654 17 11	...	...	7 4 9	25 17 2	12 7 2
Wemyss	...	...	131 4 2	2,545 8 2	...	3,424 9 4	32 1 2	81 14 10	119 0 5
Total of Fife	8,352 4 8	7 3 3	2,195 3 8	48,159 1 11	81 2 11	13,738 12 0	348 5 8	1,950 9 11	2,066 0 6
FORFAR.									
Aberlemno	...	...	14 0 0	335 11 5	...	171 4 11	0 9 3	2 13 5	2 12 11
Airlie	...	...	6 11 6	201 10 6	...	...	0 19 6	1 1 0	1 7 6
Arbirlot	15 14 5	...	15 10 0	223 5 8	...	...	1 15 11	0 13 5	3 18 2
Arbroath (B.)	...	...	208 1 0	5,025 15 3	...	3,954 6 6	32 14 0	376 4 11	361 1 10
Auchterhouse	...	...	11 11 0	249 8 2	...	37 16 3	1 0 0	2 7 0	2 16 1
Barry	807 15 11	...	52 7 0	1,105 15 8	...	133 5 8	9 4 7	40 2 8	23 16 11
Brechin (B.)	357 8 2	...	108 10 0	2,975 8 3	...	1,223 10 8	12 12 1	72 17 4	50 17 0
Brechin (L.)	...	...	25 0 0	381 9 9	...	...	0 16 10	4 19 2	13 14 3
Broughty-Ferry (B.)	1,133 3 4	...	115 0 0	2,490 17 5	...	13 0 0	49 18 9	93 2 6	148 15 4
Careston	8 2 11	...	7 0 0	142 8 0	...	...	0 6 0	1 17 3	1 4 4
Carmylie	...	...	18 0 0	459 16 0	...	...	1 18 0	7 7 7	14 1 9
Cortachy & Clova	...	...	18 0 0	366 4 8	...	...	3 10 0	5 12 8	10 5 3
Coupar-Angus	54 16 5	...	28 0 0	591 12 0	...	...	1 8 9	22 4 4	35 11 7
Craig	120 2 7	...	35 0 0	682 10 6	...	197 8 3	4 11 8	23 8 10	20 1 2
Dun	...	...	13 1 0	220 4 4	...	...	2 2 11	22 16 8	2 3 10
Dundee (B.)	1,737 6 11	...	1,105 7 6	34,755 1 11	2,529 15 10	10,736 2 2	460 17 8	2,123 1 2	2,275 4 1
Dundee (L.)	49 10 0	...	27 0 0	362 17 6	...	47 8 4	1 11 3	3 18 6	11 16 11
Dunnichen	179 3 6	...	22 0 0	393 19 0	...	...	7 13 6	27 2 8	8 18 4
Eassie and Nevay	...	...	12 10 0	201 4 6	...	...	1 0 0	1 12 1	3 10 1
Edzell	...	...	3 0 0	310 5 6	...	...	2 0 0	0 12 0	19 7 0
Farnell	...	...	15 0 0	205 0 0	...	...	1 1 0	7 13 2	2 9 6
Fern	...	...	5 5 0	100 0 0	...	...	0 11 6	6 1 2	1 7 0
Forfar (B.)	...	...	125 8 0	3,101 17 0	...	...	30 15 4	270 19 9	138 18 5
Forfar (L.)	...	...	28 0 0	366 17 0	...	372 14 4	2 2 4	13 12 2	14 14 1
Friockheim	33 9 11	...	15 0 0	268 17 4	...	...	2 18 10	13 10 10	12 14 3
Glamis	88 9 2	...	23 0 0	346 14 6	...	17 6 10	7 17 0	11 10 0	7 17 8
Glenisla	...	...	13 3 0	361 0 0	...	...	3 10 10	2 3 11	5 13 7
Guthrie	...	...	8 0 0	176 16 0	...	...	0 2 6	0 18 0	1 10 11
Inverarity	87 16 8	...	20 0 0	413 15 11	...	...	1 15 8	4 7 6	6 9 3
Inverkeillor	...	...	17 2 0	448 4 6	...	...	1 13 10	10 9 0	9 15 4
Kettins	...	...	12 7 0	201 0 0	...	...	6 6 9	3 10 0	2 10 8
Kingoldrum	30 8 7	...	9 0 0	125 11 11	...	...	...	0 14 2	0 14 3
Kinnell	...	...	13 0 0	164 5 3	...	...	0 6 6	1 15 6	3 11 6
Kinnettles	71 11 4	...	10 4 0	175 1 11	...	...	0 18 8	2 1 0	1 17 10
Kirkden	...	...	10 0 0	198 4 6	...	...	0 14 10	11 13 9	2 16 10
Kirriemuir	...	...	47 0 0	1,365 19 10	...	...	14 18 5	14 18 3	55 4 10
Carroch (Comb.)	...	...	6 0 0	80 3 3	...	...	0 18 6	0 13 0	2 2 9
Roundyhill (Comb.)	...	...	7 10 0	181 16 8	...	...	0 15 0	1 9 3	2 8 2
Lethnott & Navar	16 18 4	...	1 10 0	104 2 2	...	...	0 13 6	1 11 9	0 12 10
Liff, Benvie, and Invergowrie	...	...	22 10 0	536 14 0	...	...	2 3 4	21 14 3	21 15 11
Lintrathen	...	...	15 14 6	272 12 10	...	...	0 7 0	2 2 7	6 4 10
Lochlee	17 0 3	...	7 0 0	127 19 0	...	...	0 4 6	1 13 6	1 10 9

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 7 6	6 9 0	...	6 12 3	9 0 2	...	...	1 11 4	166 2 5	...	183 10 7
33 15 9	22 0 7	...	22 13 5	33 4 0	...	...	..	850 2 3	...	588 8 5
197 6 7	114 2 3	...	274 4 11	231 6 5	...	4 8 9	24 2 0	2,333 4 9	...	7,980 17 10
9 10 10	23 13 9	...	12 4 0	5 5 8	...	...	...	628 18 4	164 4 9	294 1 3
41 2 6	29 7 0	...	34 0 1	42 15 3	...	...	3 10 5	791 14 6	80 2 0	893 10 6
13 4 3	17 17 0	...	27 16 6	48 6 0	...	...	2 6 9	399 11 7	69 0 7	746 15 10
135 16 4	172 4 9	...	147 4 8	163 2 5	12 0 4	...	3 15 10	3,551 8 6	...	4,529 16 1
7 7 1	16 16 6	...	16 3 5	14 0 0	...	...	10 13 3	433 16 10	...	483 4 1
26 1 2	42 5 11	...	54 14 9	70 4 8	...	...	1 1 11	853 4 0	...	1,516 16 0
20 4 11	14 14 5	...	3 10 9	9 16 3	...	...	1 6 9	385 1 4	50 16 3	91 5 10
58 15 7	51 8 2	...	67 0 7	50 0 0	...	...	85 12 7	1,797 12 11	...	2,510 10 10
476 6 8	246 16 5	...	261 19 5	295 8 3	...	...	115 13 1	7,730 1 11	398 2 3	8,607 16 3
3,784 5 4	3,622 11 3	181 2 0	5,363 14 1	5,241 16 9	176 11 9	46 16 7	1,287 2 6	96,602 4 9	4,537 16 1	147,887 14 6
24 18 10	7 7 2	...	...	...	...	...	3 16 1	562 14 0	...	155 5 4
0 5 5	7 17 9	27 13 11	16 8 10	18 15 1	...	...	1 12 8	284 3 8	8 8 11	452 15 1
20 7 1	14 16 3	...	...	...	...	...	...	296 0 11	...	0 8 11
323 17 2	384 7 4	...	699 12 1	867 5 9	5 1 6	7 9 10	101 14 10	12,347 12 0	...	21,052 0 4
1 16 8	7 0 0	...	17 10 4	14 1 11	...	...	2 4 8	347 12 1	2 13 8	486 7 1
29 7 8	71 13 10	...	102 15 6	143 11 2	4 0 0	4 0 7	31 1 5	2,558 18 7	...	3,939 4 8
216 11 2	204 6 10	...	293 11 2	276 9 9	14 4 6	...	107 15 11	5,914 2 10	...	8,669 13 3
13 9 6	21 4 9	...	50 15 4	75 9 3	...	...	4 1 1	590 19 11	...	1,395 4 4
163 14 10	178 6 3	...	416 15 3	338 11 3	16 15 8	...	168 7 10	5,326 8 5	...	11,686 2 0
0 2 10	4 4 5	...	...	...	...	...	2 0 0	167 5 9	2 3 3	...
20 4 8	14 16 0	...	35 11 10	15 11 2	...	...	2 10 0	589 17 0	36 4 2	1,001 6 11
27 10 0	23 5 1	...	39 17 7	23 9 6	1 16 7	...	68 13 0	588 4 4	106 17 9	1,115 17 5
75 6 4	50 7 7	...	72 16 4	53 12 8	...	...	41 11 5	1,027 7 5	...	2,111 13 9
119 6 1	52 17 6	...	65 8 4	67 6 8	...	...	8 15 6	1,396 17 1	62 11 9	2,138 2 5
102 6 4	19 6 8	...	6 10 6	9 15 9	...	...	1 0 7	399 8 7	41 2 0	176 13 11
3,690 19 4	3,094 15 8	...	5,603 7 5	4,286 18 1	28 15 4	77 5 7	686 12 1	73,191 10 9	...	165,192 11 8
4 10 8	7 7 6	...	...	...	...	...	3 3 11	519 4 7	...	13 3 7
9 12 6	9 13 7	...	27 3 8	28 6 8	6 3 2	...	4 18 9	724 15 4	14 1 9	748 6 8
10 19 8	14 2 0	...	17 5 4	13 12 11	...	...	1 0 0	276 16 7	93 19 10	508 9 11
14 14 7	17 9 10	...	13 4 9	21 11 3	...	...	1 11 3	403 16 2	42 7 8	356 12 9
7 10 1	12 8 10	...	13 19 11	22 16 3	...	...	6 1 10	294 0 7	51 7 4	377 0 3
11 10 11	4 7 0	...	...	...	...	...	1 14 3	130 16 10	70 17 9	...
117 5 7	211 8 5	...	281 8 7	450 7 7	...	2 18 6	96 17 1	4,828 4 3	...	7,497 7 4
9 17 6	18 16 0	...	58 6 10	58 1 10	...	...	0 4 7	943 6 8	...	1,670 9 8
14 12 0	22 0 4	...	38 0 11	21 1 7	...	...	2 18 11	445 4 11	...	1,086 6 6
14 8 8	27 6 3	23 15 3	38 4 10	41 15 2	...	0 19 11	3 7 8	652 12 11	...	1,069 12 5
22 6 10	13 13 6	...	26 10 8	21 18 3	...	...	...	470 0 7	54 6 3	618 16 1
0 8 6	6 10 4	...	...	...	...	...	2 4 7	196 10 10	19 3 5	...
143 17 9	15 19 8	...	20 2 9	33 14 4	...	...	7 2 5	755 1 11	...	688 14 9
195 15 9	23 10 10	...	2 8 3	21 8 7	...	...	33 3 6	763 11 7	112 18 9	53 11 5
2 10 6	20 7 0	...	31 2 9	36 7 3	...	...	53 8 6	369 10 5	...	862 11 5
1 4 9	6 5 6	11 1 11	17 19 6	14 16 2	...	...	...	217 16 9	...	510 5 9
1 0 9	19 5 4	...	28 4 8	25 0 0	...	...	...	256 9 6	157 5 0	732 6 3
5 7 9	9 5 3	...	...	...	...	...	5 2 5	281 10 2	...	51 10 3
36 1 2	10 16 10	...	9 0 7	19 0 0	7 7 0	...	23 7 7	329 3 1	...	277 6 1
90 15 0	95 0 8	73 18 3	242 14 0	173 4 0	19 10 0	...	38 15 5	2,231 18 8	0 0 9	6,776 5 2
12 1 2	2 10 0	...	...	...	...	...	1 9 5	105 18 1	...	...
5 19 4	6 9 8	...	...	...	...	...	2 7 8	208 15 9	...	...
10 11 11	4 18 11	...	7 12 7	11 8 1	...	...	2 8 0	162 3 1	...	217 14 11
19 7 3	9 0 0	...	36 14 9	63 11 9	...	2 4 7	3 0 8	738 16 6	250 12 8	969 2 5
7 4 1	7 10 7	...	...	...	...	...	...	311 16 5	42 6 2	...
7 5 11	5 17 1	...	...	...	...	...	0 13 10	169 4 10	11 1 6	...

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*									
Logie-Pert	...	...	15 5 0	399 16 0	...	...	1 1 4	15 0 11	11 9 3
Lunan	...	...	8 16 6	100 14 6	...	...	3 12 5	6 8 0	2 14 5
Lundie	74 0 8	...	7 0 0	95 9 0	...	...	0 11 9	2 14 1	2 11 3
Mains and Strathmartine	80 6 3	...	34 0 0	798 7 3	...	86 8 1	1 8 7	15 18 1	46 19 3
Marytown	45 14 9	...	15 0 0	149 15 0	...	...	1 3 6	5 15 9	3 7 8
Menmuir	...	...	14 0 0	211 14 6	...	...	0 7 2	3 9 6	1 18 9
Monifieth	...	...	38 10 0	688 17 6	...	...	9 3 1	53 2 7	36 9 11
Monikie	15 15 5	...	27 0 0	496 15 8	...	...	4 3 6	6 10 3	9 0 6
Montrose (B.)	305 1 2	...	112 0 0	3,226 1 2	...	566 12 11	23 8 3	115 17 6	140 5 2
Montrose (L.)	32 11 9	...	17 0 0	278 11 11	...	...	15 4 1	12 10 3	6 3 6
Murroes	28 11 3	...	7 2 0	229 11 0	...	...	0 6 9	2 12 3	15 10 8
Newtyle	...	...	15 0 0	320 4 9	...	...	1 1 1	2 19 1	2 18 6
Oathlaw	0 15 8	...	8 17 0	140 0 0	...	...	1 1 0	0 17 1	1 9 5
Panbride	124 7 7	...	18 15 0	434 2 11	...	...	1 19 8	19 1 11	5 8 2
Rescobie	...	...	8 0 0	125 12 9	...	...	0 9 6	2 8 0	0 16 3
Ruthven	...	...	10 0 0	80 0 0	...	...	0 12 1	2 16 8	0 18 2
St. Vigeans and Arbroath (L.)	5 9 11	...	30 0 0	478 1 11	...	...	2 10 6	16 12 10	16 5 11
Stracathro	3 8 5	...	4 12 6	215 15 2	...	...	0 3 6	0 14 6	2 3 1
Tannadice	175 11 7	...	10 0 0	335 0 0	...	233 16 9	2 18 6	6 2 1	37 12 5
Tealing	...	...	8 0 0	239 4 3	...	...	3 3 4	1 19 9	6 9 4
Total of Forfar	5,700 7 10	...	2,686 0 6	69,841 14 10	2,529 15 10	17,791 1 8	751 16 1	3,532 8 9	3,664 17 1
HADDINGTON.									
Aberlady	...	...	9 10 0	250 14 4	...	...	2 5 7	1 1 4	8 15 9
Athelstaneford	...	...	15 0 0	242 2 9	...	...	0 9 6	1 3 9	1 13 9
Bolton	...	...	9 0 0	94 4 6	...	...	0 6 8	0 7 2	1 3 10
Dirleton	...	...	33 0 0	559 0 10	...	...	4 5 6	9 14 1	15 15 10
Dunbar (B.)	...	...	45 9 6	792 13 8	...	50 17 4	7 16 11	25 5 4	31 4 0
Dunbar (L.)	...	...	40 0 0	485 14 11	...	...	2 11 6	21 13 3	8 3 2
Garvald	24 9 2	...	8 15 0	160 0 0	...	...	1 9 2	0 19 0	4 18 4
Gladsmuir	75 15 5	...	35 0 0	580 10 11	...	...	3 3 1	3 12 6	18 18 2
Haddington (incl. B.)	...	...	60 0 0	931 5 1	...	...	11 4 10	18 1 8	50 1 11
Humbie	...	...	15 0 0	125 0 0	...	...	0 3 1	0 8 6	1 13 4
Innerwick	...	...	8 3 0	228 16 5	...	...	0 14 5	2 11 1	2 10 7
Morham	15 12 9	...	11 1 0	100 19 6	...	...	2 5 10	0 8 2	6 17 3
North Berwick	...	...	52 1 7	598 13 2	...	25 9 6	6 6 7	15 18 11	30 1 8
Oldhamstocks	83 11 5	...	13 0 0	165 5 5	...	...	1 5 6	3 5 3	1 4 6
Ormiston	...	...	22 10 0	480 17 3	...	30 4 5	1 18 0	4 13 11	16 14 7
Pencaitland	...	...	20 0 0	305 18 9	...	...	1 18 9	8 3 10	3 8 6
Prestonkirk	...	...	25 0 0	510 6 8	...	...	3 15 8	4 19 11	29 16 3
Prestonpans	...	...	45 0 0	768 0 9	...	71 13 1	8 13 0	38 0 4	23 12 9
Salton	...	...	14 0 0	229 1 6	...	630 0 0	3 17 4	3 11 0	3 0 6
Spott	34 13 7	...	15 0 0	208 11 0	...	...	1 0 0	3 17 0	2 7 0
Stenton	157 7 1	...	13 0 0	357 18 1	...	...	1 13 0	1 15 10	10 8 0
Tranent	...	...	45 0 0	1,584 6 2	...	...	6 16 0	44 0 6	54 18 9
Whitekirk and Tyninghame	200 5 6	...	14 3 0	335 12 4	...	4 17 10	2 19 1	3 16 1	7 14 7
Whittinghame	2 8 2	...	8 0 0	171 2 6	...	...	1 9 6	1 14 10	1 6 4
Kingside (Comb.)	...	...	3 3 0	25 0 0	...	95 0 0	0 9 0	3 12 8	...
Yester	330 8 3	...	3 7 1	340 16 11	...	...	0 13 8	4 19 9	7 19 4
Tl. of Haddington	924 11 4	...	583 3 2	10,632 13 5	...	908 2 2	79 11 2	227 15 8	344 8 8

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
56 18 11	25 3 7	...	47 1 11	39 2 0	...	...	8 2 3	619 1 2	64 15 6	1,171 17 0
9 9 4	3 10 9	...	...	...	4 4 9	...	90 0 7	229 11 3	38 0 5	...
18 1 4	9 0 0	...	...	...	...	...	2 10 11	211 19 0	...	20 16 0
43 1 4	30 8 8	...	61 1 8	80 0 0	11 15 5	...	7 0 0	1,296 14 7	78 1 8	1,400 0 0
20 0 9	11 3 5	...	13 8 6	12 16 6	1 13 8	...	6 5 10	286 5 4	...	397 19 2
5 4 6	9 3 1	...	6 16 7	12 4 1	...	...	...	264 18 2	91 13 11	182 19 3
68 3 7	77 15 6	...	113 3 4	130 7 2	...	4 11 3	0 3 10	1,220 7 9	88 3 6	3,129 16 0
99 3 2	27 0 2	...	35 3 8	38 1 6	...	...	0 15 0	759 8 10	...	1,027 8 11
154 5 2	312 17 11	...	404 16 6	328 13 4	...	1 3 6	153 0 1	5,844 2 8	...	10.394 11 11
4 3 2	16 17 8	...	4 0 0	11 13 4	...	...	5 13 3	404 8 11	...	157 0 3
8 9 2	6 2 1	...	43 6 9	33 12 3	...	...	2 5 3	377 9 5	...	1,215 4 6
2 8 7	16 4 11	...	22 19 8	27 0 4	...	...	...	410 16 11	52 8 1	629 13 3
5 19 6	7 12 6	...	6 6 0	15 0 0	...	...	3 6 4	191 4 6	...	170 13 1
70 15 2	29 16 8	...	...	...	...	...	2 2 2	706 9 3	...	211 7 2
...	4 16 0	...	...	...	...	...	1 4 3	143 6 9	...	8 12 7
5 16 0	6 12 8	...	...	...	...	...	1 10 0	108 5 7	...	18 16 11
46 18 7	23 0 5	...	34 5 3	44 18 4	...	0 18 6	6 15 3	705 17 5	29 1 0	936 14 5
1 18 4	7 19 8	...	...	...	...	...	7 16 9	244 11 11	12 11 7	...
20 19 5	15 6 0	...	23 18 6	29 8 10	10 10 0	...	11 17 1	913 1 2	...	695 5 7
30 19 2	10 16 0	...	24 16 0	19 8 3	...	...	2 2 2	346 18 3	17 15 9	689 1 1
6,279 19 8	5,410 1 8	136 9 4	9,172 10 2	8,091 5 7	131 17 7	101 12 3	1,839 10 4	137,661 9 2	1,653 1 9	267,116 17 9
1 2 5	14 11 10	...	...	...	...	...	25 4 3	313 5 6	273 10 11	...
12 12 2	15 3 8	...	13 14 8	18 17 10	...	...	0 1 5	320 19 6	15 9 7	373 10 11
5 12 8	4 18 0	...	...	...	...	...	0 2 3	115 15 1	57 11 8	...
64 6 1	27 0 0	...	67 13 1	73 15 0	...	...	7 12 0	862 2 5	76 10 9	1,875 0 0
48 14 6	61 6 8	...	82 13 6	65 19 8	...	...	3 19 4	1,216 0 5	60 9 5	2,309 4 6
30 9 5	47 1 4	...	18 19 10	29 18 11	...	...	2 16 6	687 8 10	53 12 7	512 12 6
11 0 11	14 18 0	79 5 0	5 11 3	6 13 4	...	...	6 5 1	324 4 3	...	183 16 5
153 6 7	28 2 6	...	49 19 3	46 0 0	...	5 0 0	8 3 3	1,007 11 8	...	1,473 15 2
76 14 3	89 12 11	...	206 1 9	161 4 8	...	0 17 6	269 13 2	1,874 17 9	...	5,529 6 1
...	6 14 0	45 0 3	51 0 10	46 13 5	...	...	...	291 13 5	141 11 0	1,415 9 11
3 10 0	9 10 0	3 0 0	20 5 3	28 1 6	...	...	2 16 8	309 18 11	...	529 15 4
5 0 5	2 0 0	...	18 15 5	8 10 3	4 10 0	...	1 10 1	177 10 8	...	532 8 11
3 15 8	43 2 6	...	47 9 2	71 10 0	...	...	5 5 4	899 14 1	...	1,303 3 5
27 2 4	7 0 0	...	10 17 0	20 0 0	6 13 10	...	3 7 6	342 12 9	...	318 9 9
6 1 7	31 12 4	...	79 11 7	54 15 8	...	...	1 13 7	730 12 11	...	2,071 5 1
6 14 3	19 4 9	...	23 11 4	26 13 4	...	1 6 0	9 6 0	426 5 6	...	663 13 6
16 13 0	20 0 10	...	60 18 9	86 13 4	...	...	2 1 1	760 5 6	120 14 3	1,560 0 0
29 7 6	37 12 7	...	92 1 0	126 13 4	58 6 4	2 0 3	2 8 2	1,303 9 1	17 5 4	2,513 6 8
60 12 3	12 14 8	...	15 5 10	19 1 7	...	...	16 2 0	1,007 6 8	150 13 10	881 5 2
13 6 1	10 2 0	...	10 15 9	16 8 0	...	...	2 13 8	318 14 1	...	335 9 1
16 5 8	10 0 0	45 0 0	67 2 0	26 8 0	...	...	0 2 0	706 19 8	...	2,150 5 9
54 16 10	108 16 1	...	248 17 2	147 4 1	...	14 17 6	9 10 7	2,319 3 8	333 6 7	6,935 4 7
20 8 5	16 16 11	...	31 2 6	42 17 2	...	...	8 10 9	689 4 2	...	1,015 10 6
...	9 12 8	105 0 0	...	...	...	...	4 2 9	304 16 9	...	94 2 5
...	...	...	...	...	...	...	...	127 4 8	26 10 4	...
3 13 10	21 6 6	...	40 7 5	46 13 4	...	...	15 18 2	816 4 3	..	1,374 11 1
671 6 10	669 0 9	277 5 3	1,262 14 4	1,170 12 5	69 10 2	24 1 3	409 5 7	18,254 2 2	1,327 6 3	35,946 6 9

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS.									
MAINLAND.									
Abernethy	...	...	22 10 0	494 4 8	...	...	2 11 1	11 7 1	14 14 3
Alvie	110 16 9	...	15 0 0	255 15 0	...	41 5 1	1 10 10	3 4 1	3 8 2
Ardersier	29 17 3	...	21 18 7	223 8 3	...	...	1 2 0	2 8 0	5 7 6
Boleskine and Abertarff	...	...	24 0 0	268 15 2	...	...	3 17 0	7 3 0	16 5 8
Daviot and Dunlichty	18 5 1	...	35 0 0	509 18 11	...	...	11 14 6	17 11 5	16 10 7
Dores	90 5 4	...	29 0 0	364 3 9	...	...	0 12 0	6 18 8	12 13 3
Duthill, & Rothiemurehus	...	...	33 9 0	645 0 8	...	...	...	13 0 5	17 9 4
Glenelg	61 14 4	...	48 0 0	644 18 6	...	...	8 1 6	22 8 1	15 10 7
Glengarry	...	...	20 0 0	125 16 0	...	...	1 2 9	17 6 6	3 16 7
Insh	...	...	12 0 0	153 17 2	...	...	1 17 6	2 6 8	2 11 6
Inverness (B).	1,444 0 8	...	210 0 0	3,114 8 0	...	...	24 2 11	93 19 11	169 18 0
Inverness (L.)	...	...	136 0 0	972 10 0	...	643 17 2	15 19 0	15 1 4	51 9 5
Kilmallie	...	...	70 6 9	1,058 8 11	...	...	26 15 0	66 7 0	75 3 11
Kilmonivaig	...	...	40 0 0	304 11 2	...	...	1 7 0	21 10 6	9 3 10
Kilmorack	...	...	34 15 6	531 0 10	...	...	9 4 11	11 12 4	25 8 9
Kiltarlity	...	...	22 0 0	555 1 8	...	...	4 6 10	2 16 4	23 15 1
Kingussie	...	...	19 2 2	704 1 3	...	...	13 10 3	21 2 6	28 15 4
Kirkhill	...	...	29 0 0	383 19 3	...	...	5 12 3	5 18 10	12 13 5
Laggan	240 13 9	...	37 10 0	375 10 0	...	33 15 0	4 17 8	14 13 5	9 2 3
Moy & Dalarossie	...	...	13 6 7	230 5 0	...	...	3 3 5	16 0 10	24 13 5
Petty	81 16 3	...	32 8 11	300 11 2	...	...	2 19 0	4 16 9	13 16 6
Urquhart & Glenmoriston	...	...	38 15 0	571 9 4	...	...	7 3 4	20 5 6	36 7 3
INSULAR.									
Barra	...	...	38 12 6	472 9 10	...	240 4 5	16 17 4	23 17 7	13 4 7
Bracadale	...	...	21 10 0	310 4 10	...	...	4 10 9	9 13 3	11 9 9
Duirinish	...	...	38 0 0	939 17 9	...	406 10 6	13 1 1	56 3 10	28 18 7
Harris	...	...	60 15 0	1,220 2 2	...	...	4 1 10	97 14 4	58 11 2
Kilmuir	...	...	8 10 0	305 9 9	...	...	8 5 9	19 2 0	17 0 9
North Uist	...	...	58 10 0	1,036 2 1	...	348 5 0	24 10 5	110 8 10	76 7 7
Portree	...	...	35 18 8	1,080 11 0	...	205 13 5	19 5 7	46 15 1	46 19 8
Sleat	...	...	20 10 0	475 5 8	...	...	12 17 2	33 9 2	37 14 8
Small Isles	28 14 7	...	7 0 0	185 11 0	...	...	0 8 3	1 2 4	0 15 0
Snizort	...	...	32 15 0	539 11 2	...	598 3 4	15 1 1	29 10 4	36 1 2
South Uist	...	...	61 0 0	1,042 19 7	...	...	40 13 9	96 14 5	31 16 5
Stenscholl	...	...	15 0 0	326 0 4	...	...	2 8 6	27 10 2	13 15 8
Strath	...	...	39 4 0	669 8 2	...	...	18 6 9	29 17 0	52 17 9
Tl. of Inverness	2,106 4 0	...	1,381 7 8	21,391 8 0	...	2,517 13 11	331 19 0	979 17 6	1,014 12 1
KINCARDINE.									
Arbuthnott	25 3 5	...	14 0 0	214 1 6	...	...	0 18 0	2 1 2	1 3 9
Banchory-Devenick	...	...	38 5 0	820 17 0	...	13 3 6	7 7 6	12 1 5	18 7 4
Banchory-Ternan	23 8 10	...	28 0 0	807 0 6	...	105 13 10	9 8 10	53 8 4	29 19 0
Benholme	105 2 10	...	31 0 0	430 0 6	...	...	1 19 8	9 18 0	9 7 8
Bervie (incl. B.)	...	...	23 0 0	658 8 8	...	443 11 0	3 4 0	12 14 2	16 13 2
Dunnottar	...	...	35 0 0	694 12 8	...	54 12 3	7 19 7	41 7 4	20 12 6
Durris	...	...	15 0 0	323 12 6	...	...	1 5 7	1 16 7	5 12 10
Fettercairn	...	...	12 1 0	437 19 4	...	89 1 6	1 2 1	4 8 8	13 1 8
Fetteresso and Rickarton	...	...	85 0 0	1,561 12 8	...	63 5 6	23 10 5	66 0 2	45 7 9
Fordoun	101 10 9	...	20 0 0	558 1 6	...	97 2 0	5 7 1	13 2 3	29 16 1
Garvock	4 9 10	...	7 10 0	160 7 0	...	...	0 2 5	1 10 11	5 19 4
Glenbervie	...	...	11 0 0	340 19 0	...	98 11 2	1 17 0	5 18 7	4 9 0
Kinneff and Catterline	9 6 1	...	14 0 0	330 15 0	...	...	0 10 11	12 16 8	3 15 4

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
92 16 3	24 10 0	36 9 6	32 5 4	...	...	...	0 16 1	732 4 0	...	1,154 17 2
0 2 6	25 7 7	7 0 0	2 3 8	11 17 8	...	...	4 17 11	482 9 3	...	163 17 8
7 7 0	14 10 7	...	8 14 5	13 0 7	...	...	5 11 1	333 5 3	...	240 2 6
10 1 8	22 4 3	5 18 8	31 7 9	33 10 6	...	...	2 11 7	425 15 3	347 2 4	871 13 0
26 4 4	33 16 3	...	52 0 5	50 13 1	...	...	9 8 10	781 3 5	13 15 1	1,437 12 10
36 11 11	21 5 11	...	33 1 3	47 19 2	...	...	7 7 3	649 18 6	...	920 10 11
42 0 1	29 0 0	...	43 16 6	39 4 5	...	8 18 1	46 12 6	918 11 0	...	1,336 13 8
30 5 4	24 18 9	...	25 4 7	20 0 0	...	...	0 11 1	901 12 9	...	788 7 8
4 15 4	17 12 3	...	...	...	...	...	...	190 9 5	15 13 5	...
2 10 2	11 6 9	8 0 0	4 14 3	6 2 5	...	...	1 9 7	206 16 0	...	133 10 9
173 19 7	216 8 4	...	505 9 0	439 17 0	...	...	171 19 5	6,564 2 10	...	14,516 10 2
16 14 3	50 17 5	...	34 3 3	75 13 4	5 7 3	...	28 11 8	2,046 4 1	508 7 11	1,980 0 0
73 7 6	62 4 2	...	81 4 3	84 14 5	...	12 13 0	33 2 10	1,645 7 9	143 6 5	2,198 13 6
54 8 3	19 3 10	...	17 2 11	52 19 0	...	4 2 2	2 19 4	527 3 0	230 14 9	611 19 6
52 3 4	13 8 3	15 6 0	54 11 11	81 6 10	...	...	15 6 7	844 5 3	3 4 9	1,478 11 9
65 9 0	10 5 7	15 13 2	21 16 7	32 10 11	...	...	14 0 0	767 15 2	159 18 5	590 2 1
65 12 7	48 0 8	...	33 8 11	36 11 1	...	...	10 15 7	981 0 4	153 12 10	919 0 0
8 14 6	22 7 6	...	12 7 10	20 4 8	...	...	2 15 0	503 18 3	102 7 11	333 16 9
26 17 8	29 16 3	...	24 11 7	26 5 0	6 11 4	3 16 0	12 14 1	846 14 0	...	880 12 4
17 14 6	16 8 2	...	9 2 6	18 12 5	...	...	5 3 0	354 9 10	293 11 10	242 1 4
4 8 8	12 6 7	...	16 7 8	33 6 8	...	...	1 8 6	504 6 8	32 1 1	433 6 8
118 13 1	42 17 7	...	90 2 9	81 8 0	...	...	4 0 0	1,011 1 10	251 2 10	2,494 0 0
1 5 9	17 16 1	...	24 9 2	22 0 0	...	3 8 7	...	874 5 10	457 2 5	802 5 8
6 0 9	8 11 9	...	21 18 10	10 0 7	2 6 3	3 11 2	11 11 1	421 9 0	44 8 0	616 16 8
179 17 11	12 17 4	...	78 19 3	41 10 11	...	0 3 0	11 9 10	1,807 10 0	551 16 0	2,475 9 0
280 13 9	19 9 7	...	143 16 3	231 1 8	2 8 8	13 4 6	4 3 11	2,136 2 10	370 6 8	3,678 1 10
23 8 1	7 11 0	...	42 11 5	18 5 3	2 6 3	20 15 0	0 15 1	474 0 4	4 12 2	1,098 8 6
125 10 5	...	...	115 14 8	68 3 9	15 0 11	17 6 10	13 10 7	2,009 11 1	111 12 11	3,697 15 10
36 11 6	31 5 8	...	98 18 8	58 12 2	15 12 6	7 3 4	9 7 3	1,692 14 6	80 16 5	2,769 18 11
127 18 5	17 14 3	...	66 18 5	34 17 10	2 6 3	2 8 0	0 14 6	832 14 4	185 7 10	1,878 9 4
...	2 10 0	...	2 13 3	12 16 3	...	...	3 11 8	245 2 4	24 13 6	63 4 11
11 8 3	9 14 8	...	63 3 2	26 12 9	...	16 16 5	8 6 1	1,387 3 5	199 3 8	1,829 11 7
81 16 7	19 9 6	...	110 4 4	97 0 0	...	14 19 6	12 4 9	1,608 18 10	442 19 5	3,052 0 0
80 13 6	4 0 0	...	29 10 7	17 15 8	2 6 3	...	36 7 1	555 7 9	220 4 1	809 12 8
29 5 1	15 2 6	...	76 10 3	34 8 7	19 9 2	0 7 7	5 13 6	999 10 4	458 16 2	2,148 6 2
1,915 2 6	935 19 0	88 7 4	2,009 5 7	1,879 2 7	73 14 10	138 13 2	499 17 3	37,263 4 5	5,411 18 10	58,646 1 4
3 11 8	11 19 11	7 16 2	1 14 10	9 10 0	...	...	14 11 8	306 12 1	...	43 8 9
41 8 6	11 14 0	...	69 6 7	72 10 0	93 9 9	...	7 12 5	1,206 3 0	114 18 5	1,896 5 0
31 2 3	63 3 5	...	101 8 8	81 19 9	8 9 7	4 1 1	10 8 0	1,357 12 1	...	3,002 18 1
2 6 8	27 8 3	...	17 10 3	26 0 9	...	...	14 0 0	674 14 1	...	550 19 5
112 14 11	35 19 3	...	62 7 2	63 0 6	...	...	22 4 11	1,453 17 9	1 19 7	1,955 6 11
13 5 0	67 6 6	14 4 11	153 16 7	121 19 6	...	...	5 19 9	1,230 16 7	296 8 5	4,293 15 11
20 18 3	12 18 10	...	47 6 8	20 17 4	...	...	28 13 3	478 1 10	4 5 5	1,331 11 1
6 18 9	19 6 4	...	12 2 1	12 3 11	...	...	40 1 3	648 6 7	77 12 3	483 3 11
33 4 7	97 1 6	...	181 12 5	158 4 0	...	...	12 6 3	2,327 5 3	44 14 5	5,039 7 1
85 15 8	46 0 9	73 13 9	135 5 10	77 10 0	15 18 6	...	58 11 4	1,317 15 6	...	3,713 19 8
3 2 0	4 10 0	30 18 0	...	...	...	...	0 7 0	218 16 6	13 7 3	...
1 17 4	21 2 1	...	31 15 10	23 12 4	4 15 8	...	0 8 11	546 6 11	10 12 0	887 13 9
16 9 4	7 10 9	...	22 7 5	15 0 0	...	...	2 3 6	434 15 0	8 2 10	534 0 0

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance overdrawn on 6th May 1892	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KINCARDINE—*contd.*									
Laurencekirk	...	...	57 2 4	678 13 0	...	...	4 6 6	9 17 1	18 4 9
Maryculter	...	...	17 0 0	272 3 9	...	...	4 5 5	14 17 3	7 8 11
Marykirk	58 17 6	...	33 0 0	450 18 2	...	...	3 17 8	13 2 7	12 12 5
Nigg	...	...	52 7 0	1 073 3 4	...	...	2 5 6	34 12 9	50 17 0
St. Cyrus	145 4 9	...	27 0 0	439 8 3	...	...	5 16 6	13 10 11	24 11 3
Strachan	...	..	8 0 0	231 1 6	...	...	3 1 6	1 12 4	12 2 4
Tl. of Kincardine	473 4 0	...	528 5 4	10,483 15 4	...	965 0 9	88 6 2	324 17 2	330 2 1
KINROSS.									
Cleish	...	...	5 0 0	178 18 1	...	...	0 6 0	0 3 5	1 14 4
Fossoway & Tullibole	41 5 2	...	21 0 0	347 18 4	...	...	3 11 1	6 5 8	15 16 2
Kinross	...	...	27 10 0	520 14 0	...	...	3 4 4	8 15 6	29 1 4
Orwell	...	...	17 10 0	254 11 8	...	...	0 14 6	1 13 2	11 16 10
Portmoak	48 16 2	...	15 0 0	224 15 0	...	...	0 16 8	2 8 3	1 6 10
Total of Kinross	90 1 4	...	86 0 0	1,526 17 1	...	...	8 12 7	19 6 0	59 15 6
KIRKCUDBRIGHT.									
Anwoth	...	...	15 17 0	354 6 11	...	56 15 9	2 18 10	4 14 6	7 10 1
Balmaclellan	112 15 2	...	19 7 3	301 7 7	...	...	2 3 0	14 6 2	7 14 5
Balmaghie	...	...	14 0 0	248 2 0	...	...	1 3 6	7 3 1	6 10 8
Bargrennan	38 0 3	...	6 0 0	185 0 0	13 0 0	679 0 0	0 14 6	1 14 2	5 19 11
Borgue	...	...	16 0 0	507 1 0	...	11 8 11	3 1 10	3 9 6	10 2 2
Buittle	4 8 11	..	17 0 0	312 10 8	...	...	1 18 8	12 19 7	1 3 2
Carsphairn	...	...	8 0 0	137 15 9	...	...	1 9 7	3 15 8	2 15 4
Colvend	57 1 3	...	14 0 0	421 10 11	...	...	2 15 11	32 11 7	8 18 1
Corsock	...	...	12 0 0	171 17 0	...	...	...	7 0 5	23 15 5
Crossmichael	134 9 10	...	17 9 1	446 13 5	...	...	4 11 2	8 7 3	5 17 10
Dalry	...	...	23 0 0	362 4 1	...	...	2 10 9	10 14 1	6 10 5
Girthon	27 15 7	...	12 10 0	285 0 0	...	...	1 8 7	5 5 11	2 15 5
Irongray	...	...	11 0 0	290 0 0	...	...	0 14 8	2 1 3	2 11 8
Kells	...	...	19 0 0	288 7 8	...	121 12 8	11 4 8	16 19 9	4 7 1
Mossdale (Comb.)	51 0 8	...	3 0 0	91 8 3	...	...	0 2 5	3 7 6	1 15 0
Kelton	...	...	33 0 0	1,171 13 3	...	347 7 2	5 6 6	23 1 1	30 6 6
Kirkbean	99 9 3	...	20 0 0	306 15 0	...	...	1 3 0	9 13 2	5 16 11
Kirkcudbright (including B.)	...	...	30 0 0	1,462 12 1	...	...	6 14 4	50 0 5	28 9 3
Kirkgunzeon	...	...	8 0 0	207 3 0	...	...	1 18 9	7 19 2	5 3 6
Kirkmabreck	203 5 6	...	16 10 0	533 2 9	...	...	2 16 11	12 8 9	8 6 4
Kirkpatrick-Durham	15 10 4	...	12 0 0	250 12 0	...	...	1 17 7	2 11 3	3 14 8
Lochrutton	...	...	13 0 0	117 10 10	...	...	2 3 0	23 7 0	1 13 4
Minnigaff	157 2 6	...	14 0 0	394 9 0	...	...	1 8 0	8 2 7	7 19 11
New Abbey	110 8 1	...	17 10 0	372 1 10	...	27 6 0	1 10 0	1 3 6	12 12 6
Parton	59 9 4	...	12 0 0	168 7 3	...	...	1 3 0	1 9 4	1 8 10
Rerrick	...	...	18 5 0	569 16 3	...	...	7 18 6	14 15 3	5 5 2
Terregles	...	...	15 0 0	137 19 7	...	...	0 5 0	1 18 10	2 11 0
Tongland	135 8 8	...	10 0 0	196 6 0	...	...	1 2 0	3 17 7	3 0 8
Troqueer	...	...	87 8 2	1,340 4 9	...	...	10 9 5	31 0 9	33 0 5
Twynholm	30 19 3	...	14 0 0	320 17 0	...	282 16 0	0 13 8	2 17 9	7 5 1
Urr	25 17 11	...	60 11 6	1,390 19 1	...	...	7 6 8	112 14 8	24 14 7
T. of Kirkcudbright	1,263 2 6	...	589 8 0	13,343 14 11	13 0 0	1,526 6 6	90 14 5	441 11 6	279 15 4

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
18 7 1	26 12 0	41 1 9	68 10 1	74 16 3	...	...	45 3 10	1,042 14 8	89 5 0	1,882 10 2
33 10 6	14 18 0	...	29 5 3	13 7 3	...	...	1 13 10	408 10 2	29 16 10	822 14 0
9 15 11	25 16 2	...	56 13 11	54 1 11	...	...	14 14 5	733 10 8	...	1,571 13 5
102 6 0	85 9 8	...	158 0 2	141 14 4	...	1 11 6	54 17 6	1,757 4 9	245 17 5	4,324 11 7
11 0 7	28 7 0	...	...	...	...	...	25 8 5	720 7 8	...	59 4 0
11 15 0	13 10 3	...	35 9 6	15 12 8	...	...	3 10 0	335 15 7	117 6 6	999 1 11
559 10 0	620 15 2	167 14 7	1,184 13 3	982 0 6	122 13 6	5 12 7	362 16 3	17,199 6 8	1,054 6 4	33,392 4 8
8 13 4	7 6 8	...	...	...	...	...	0 0 8	202 2 6	24 3 5	...
36 8 1	14 9 4	...	20 3 4	13 14 0	...	...	4 17 4	535 8 6	...	597 4 1
56 17 6	44 0 5	7 3 6	24 2 3	41 2 9	...	...	14 3 11	776 15 6	32 3 11	715 6 2
5 9 8	16 3 8	7 3 6	8 5 9	13 9 3	...	...	2 12 2	339 10 2	...	230 8 3
6 5 0	13 8 11	...	...	...	...	...	1 4 2	314 1 0	...	49 0 6
113 13 7	95 9 0	14 7 0	52 11 4	78 6 0	...	...	22 18 3	2,167 17 8	56 7 4	1,591 19 0
...	13 18 8	...	7 4 6	11 16 2	1 8 6	...	4 11 3	481 2 2	...	209 8 11
24 11 0	16 19 3	4 1 2	9 3 5	12 11 7	...	...	1 6 7	536 6 7	...	291 19 11
8 2 9	20 0 5	...	38 6 0	52 11 3	...	...	29 1 6	425 1 2	32 5 5	1,024 10 11
6 3 0	7 18 0	...	10 2 10	24 0 0	7 9 2	...	1 19 6	987 1 4	...	650 15 4
1 5 6	25 10 1	...	2 17 11	26 19 11	...	...	13 11 10	621 8 8	17 19 11	55 14 1
3 5 1	14 15 4	...	9 19 2	33 3 3	...	...	1 6 1	412 9 11	24 19 0	251 5 6
36 7 10	6 10 0	32 2 9	...	...	...	...	2 18 7	231 15 6	0 9 6	...
6 0 9	23 4 6	...	32 3 4	54 16 8	...	...	3 17 7	657 0 7	38 0 11	836 7 8
13 16 5	13 0 4	...	...	...	...	...	...	241 9 7	87 3 10	...
5 6 4	15 2 11	...	41 0 5	73 3 4	...	...	6 11 6	758 13 1	...	1,214 13 1
42 10 0	31 9 8	2 6 4	39 1 8	66 13 4	...	...	8 0 0	595 0 4	25 5 0	1,066 13 4
4 10 6	17 18 10	57 9 0	6 15 0	...	...	...	5 13 4	427 2 2	...	206 2 8
6 18 11	13 2 6	...	3 0 2	21 10 0	...	...	0 8 6	351 7 8	18 19 3	64 10 0
5 16 2	20 11 1	26 0 0	29 4 1	42 0 0	...	...	19 2 6	604 5 8	...	839 6 0
6 15 7	9 6 11	...	...	...	...	...	1 0 6	167 16 10	...	57 11 4
27 3 0	44 15 6	...	50 19 5	100 13 4	...	1 2 0	18 5 2	1,853 12 11	...	1,531 15 6
18 18 0	16 2 4	...	13 18 7	17 12 0	...	...	11 13 2	521 1 5	...	662 14 6
35 17 5	87 17 7	...	2 13 7	11 7 1	...	4 14 2	55 8 11	1,775 14 10	48 14 1	68 0 1
10 17 1	7 19 5	...	2 11 7	24 11 8	...	...	0 3 9	276 7 11	10 5 8	49 3 4
5 16 5	21 9 7	...	19 16 1	26 16 8	...	...	10 0 8	860 9 8	...	713 4 7
11 2 7	15 17 7	27 2 7	31 10 2	35 18 9	...	...	4 16 9	412 14 3	...	1,000 9 3
10 5 9	12 14 6	...	...	...	...	...	1 10 0	182 4 5	28 15 4	...
59 12 10	13 5 3	...	29 15 11	23 7 3	...	...	4 12 5	713 15 8	...	1,047 2 2
11 3 9	9 10 0	...	54 8 3	45 8 9	...	...	1 18 6	665 1 2	...	1,325 5 3
3 8 6	11 2 2	...	...	...	...	...	4 7 9	262 16 2	...	51 4 0
7 16 9	28 15 1	...	38 3 4	66 4 8	...	...	12 13 4	769 13 4	67 5 8	1,024 5 2
7 17 5	6 2 6	...	4 5 2	7 13 0	...	...	0 12 7	184 5 1	42 3 7	114 0 3
0 11 3	5 0 0	...	...	...	...	...	5 18 0	361 4 2	65 5 4	...
191 3 5	72 10 9	...	75 10 1	104 5 8	...	1 0 6	2 0 8	1,948 14 7	...	2,096 10 1
34 0 6	12 19 2	...	25 14 4	31 0 0	8 13 2	...	4 18 4	776 14 3	...	811 0 10
19 8 11	70 13 2	...	77 18 6	141 6 5	...	...	8 12 6	1,940 3 11	...	2,179 3 6
626 13 5	686 3 1	149 1 10	656 3 6	1,055 10 9	17 10 10	6 16 8	247 1 9	20,992 15 0	527 12 6	19,444 17 3

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK.									
Airdrie (B.)	827 0 5	...	170 0 0	3,471 7 4	...	...	47 1 2	186 17 3	158 9 7
Avondale	25 12 4	...	52 0 0	1,320 14 2	...	...	31 0 0	108 7 11	26 7 5
Biggar	141 19 10	...	21 0 0	640 15 8	...	...	1 7 0	20 5 0	16 14 10
Blantyre	251 1 7	...	109 12 6	1,862 14 7	...	1,421 7 2	10 9 4	205 0 2	118 6 2
Bothwell	...	...	225 0 6	6,437 1 1	...	3,997 3 10	53 12 5	612 17 2	414 5 9
Cadder	...	...	145 0 0	1,717 15 3	...	1,004 1 0	30 13 8	158 10 5	89 14 6
Calderhead	295 19 0	...	46 13 4	489 14 6	...	...	9 0 4	8 6 4	22 4 9
Allanton (Comb.)	...	...	7 7 0	180 0 0	...	...	0 18 9	4 11 0	4 1 1
Cambuslang	...	...	127 16 6	4,352 13 10	...	3,500 17 0	16 17 8	306 6 3	187 5 8
Cambusnethan	768 5 2	...	135 0 0	3,343 7 8	...	377 4 8	28 4 9	106 18 4	160 15 6
Carluke	677 7 6	...	88 19 10	1,994 0 7	...	...	3 4 4	138 17 7	69 8 8
Carmichael	...	...	8 0 0	158 8 6	...	...	0 3 6	0 0 8	4 5 11
Carmunnock	37 16 5	...	43 12 0	238 5 7	...	167 2 0	7 4 4	14 5 11	5 8 0
Carnwath	...	...	65 0 0	1,888 3 10	...	...	11 13 8	105 4 5	97 7 3
Carstairs	...	...	8 0 0	308 7 5	...	...	0 4 0	0 6 11	1 14 11
Clarkston	79 5 7	...	135 0 0	2,031 1 0	...	119 5 9	8 17 6	211 2 4	71 4 10
Covington and Thankerton	65 13 9	...	...	150 7 0	...	...	...	9 1 9	1 11 5
Crawford	...	...	13 0 0	385 10 6	...	...	1 8 8	0 7 2	7 9 1
Crawfordjohn	...	...	11 0 0	382 9 6	...	...	1 5 0	0 17 2	8 7 11
Culter	...	...	4 4 0	200 5 2	...	...	1 2 0	4 2 5	5 16 5
Dalserf	136 16 2	...	38 0 0	691 14 0	...	...	2 4 0	70 17 11	21 0 11
Dalziel	...	...	160 0 0	4,098 12 8	...	3,814 16 9	23 8 3	438 0 1	190 8 9
Dolphinton	...	...	6 0 0	159 18 6	...	...	0 7 3	...	0 8 0
Douglas	...	...	20 0 0	760 5 8	...	...	6 14 8	3 1 0	13 19 2
Dunsyre	...	...	7 7 0	85 10 7	...	...	0 5 0	4 4 7	1 5 10
East Kilbride	233 18 2	...	53 0 0	981 4 2	...	461 11 10	13 1 7	61 1 7	44 14 0
Glasgow (B.)	...	...	7,793 10 11	108,760 1 11	18,321 12 3	32,254 18 5	1,505 9 7	4,960 1 4	6,901 8 11
Glassford	...	...	17 0 0	431 1 6	...	...	1 15 0	2 13 0	11 7 3
Govan	...	...	1,724 12 0	33,377 16 6	9,245 6 7	17,594 15 10	476 18 0	2,326 10 5	3,076 19 6
Hamilton (B.)	2,002 10 5	...	140 0 0	2,490 7 7	...	473 5 0	32 14 2	95 4 6	80 9 9
Hamilton (L.)	...	...	125 0 0	4,176 2 10	...	2,848 0 0	24 18 5	317 5 4	238 5 8
Lanark (B.)	...	...	55 0 0	1,218 8 6	...	...	23 13 5	52 17 3	34 12 6
Lanark (L.)	...	...	28 10 0	324 14 2	...	...	0 19 10	6 11 2	17 19 7
Larkhall	52 1 11	...	65 0 0	2,185 18 7	...	...	12 4 6	282 3 10	56 5 9
Leadhills	37 15 9	...	15 0 0	332 0 0	...	...	1 13 1	37 12 10	1 18 1
Lesmahagow	...	...	130 0 0	2,980 13 5	...	216 2 7	13 2 5	184 5 0	124 3 3
Libberton	5 17 0	...	9 10 0	171 4 0	...	...	2 2 0	3 4 3	3 17 3
Maryhill	...	...	356 12 9	4,324 16 3	...	2,434 16 0	67 18 4	256 9 3	491 11 0
New Monkland	88 11 11	...	137 0 0	1,720 15 0	...	...	21 6 0	184 2 3	73 10 5
Old Monkland	...	...	426 10 0	7,194 10 7	...	4,096 4 2	114 17 7	707 17 5	404 5 0
Pettinain	2 19 10	...	2 2 0	68 1 3	...	...	...	3 11 6	1 5 0
Rutherglen (Including B.)	...	...	152 0 0	3,282 15 9	...	3,240 13 5	136 9 8	305 5 2	176 7 2
Shettleston	471 10 11	...	162 1 8	2,571 8 7	...	1,044 13 5	127 12 4	149 14 8	93 7 9
Millerston (Comb.)	179 15 6	...	10 0 0	240 1 0	...	...	...	6 16 6	15 10 11
Shotts	50 1 9	...	89 0 0	1,738 18 9	...	426 6 2	9 15 9	109 18 5	139 16 8
Springburn	1,364 1 4	...	55 0 0	1,750 14 3	...	...	8 13 3	105 15 9	200 18 5
Stonehouse	75 13 5	...	39 0 0	728 8 11	...	...	4 10 0	68 13 9	20 8 10
Sandford (Comb.)	103 16 1	...	7 10 0	158 16 0	...	...	1 7 6	2 0 3	3 5 6
Symington	...	...	6 6 0	142 5 9	...	30 4 3	0 16 5	1 18 9	1 2 0
Walston	7 15 0	...	7 0 0	75 0 0	...	...	0 1 6	0 3 0	0 16 8
Wandell and Lamington	...	...	5 5 0	128 10 0	...	...	0 10 0	0 12 6	1 11 1
Wiston and Roberton	...	...	10 0 0	243 16 6	...	...	0 10 9	4 9 8	2 1 6
Total of Lanark	7,983 6 9	...	13,269 3 0	219,147 16 4	27,566 18 10	79,523 9 3	2,700 8 4	12,955 9 1	13,916 1 9
LINLITHGOW.									
Abercorn	...	...	20 0 0	315 7 1	...	...	0 17 8	20 2 1	16 1 2
Bathgate (B.)	...	...	40 0 0	* ...	...	...	...	0 4 0	...
Bathgate (Comb.)	265 9 7	...	20 0 0	529 0 0	...	359 15 1	...	11 17 0	16 2 1
Bathgate (L.)	46 17 9	...	78 0 0	1,067 2 10	...	...	14 17 2	88 8 4	30 18 2

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
259 1 3	240 11 4	...	622 11 10	588 17 7	...	2 16 0	110 14 8	6,685 8 5	...	16,035 13 1
124 0 6	110 8 5	...	76 19 7	118 0 0	14 9 7	13 3 6	15 10 2	2,036 13 7	145 8 0	2,048 6 8
56 8 9	40 7 1	...	7 4 4	25 0 0	...	0 10 0	23 1 1	994 13 7	...	300 19 4
154 14 7	107 10 2	...	237 10 11	395 11 2	31 6 0	3 10 6	65 12 7	4,974 7 5	303 16 6	7,393 19 11
776 3 11	426 9 8	...	1,154 7 6	1,202 19 6	3 15 8	55 7 4	*179 15 1	15,538 19 5	1,159 9 11	34,319 4 9
96 18 8	186 5 4	285 19 6	361 16 10	404 4 0	0 13 0	...	44 6 9	4,525 18 11	...	10,546 0 11
63 19 2	45 16 11	33 0 0	45 4 9	202 5 6	...	1 6 6	32 0 4	1,295 11 5	...	1,276 2 3
10 6 10	10 15 9	...	...	...	...	...	†36 14 10	254 15 3	8 14 3	...
337 13 7	516 3 9	...	986 18 7	518 13 7	383 17 2	20 2 7	46 15 2	11,002 1 4	2,275 0 5	27,073 15 0
297 6 11	246 11 1	33 0 0	237 13 5	717 16 7	0 5 0	13 7 11	51 0 1	6,516 17 1	...	7,200 0 0
130 3 4	168 7 11	...	222 3 3	233 10 2	...	...	79 12 6	3,805 15 8	...	6,552 14 7
14 6 7	5 19 11	...	...	...	...	...	0 8 9	191 13 10	13 7 8	...
7 4 5	23 0 8	67 3 3	40 3 8	63 2 7	...	...	0 16 0	715 4 10	...	1,284 16 4
92 19 0	82 7 0	...	62 10 2	190 0 0	...	...	26 5 9	2,621 11 1	...	1,655 2 9
11 2 4	5 17 6	...	14 9 6	18 13 4	...	...	...	368 15 11	77 6 6	387 6 8
170 16 10	113 1 5	...	328 11 6	312 4 5	44 3 10	...	39 4 4	3,663 19 4	...	8,153 10 8
3 3 0	4 18 0	...	...	...	...	...	3 15 0	238 9 11	...	23 18 10
17 5 3	16 6 5	...	8 18 6	84 5 0	...	...	11 2 2	545 12 9	44 9 3	170 14 3
3 7 0	20 8 9	13 7 2	33 19 3	38 10 0	...	...	...	513 11 9	116 14 11	941 10 0
7 11 6	8 5 7	...	...	...	6 15 1	...	0 6 4	238 8 6	15 2 4	...
87 11 7	48 5 9	...	54 17 3	110 0 0	...	...	8 7 4	1,269 14 11	...	1,600 18 6
492 16 3	431 13 4	...	660 11 3	748 11 2	70 3 11	9 5 11	144 14 2	11,283 2 6	...	20,687 15 7
9 1 3	7 10 0	...	6 19 7	10 8 5	...	...	...	200 13 10	0 19 5	189 0 0
25 10 5	46 16 2	14 12 9	68 12 8	126 3 4	...	...	3 10 3	1,089 6 1	97 8 7	1,866 0 8
5 10 1	7 12 0	...	...	...	...	...	...	111 15 1	15 13 11	...
81 18 5	76 17 10	...	68 3 7	120 10 5	...	...	6 15 4	2,202 16 11	...	2,077 19 7
6,857 9 2	10,166 11 0	...	29,562 3 1	20,565 14 8	...	208 2 1	2,666 12 1	250,523 15 5	5,528 17 3	805,422 14 2
40 2 10	14 6 0	...	39 17 2	14 0 0	...	...	...	572 2 9	24 6 1	902 0 0
4,170 19 5	3,279 3 6	...	6,006 14 11	5,243 8 2	20 14 8	66 18 3	418 0 3	87,028 18 0	5,100 5 6	179,706 5 0
118 3 4	176 12 5	...	397 14 10	432 11 0	0 19 2	7 18 11	316 12 6	6,765 3 7	...	13,297 9 5
170 2 0	302 13 4	...	946 5 0	705 0 7	5 5 9	27 2 8	85 12 8	9,971 14 3	810 8 2	26,777 16 8
127 1 3	73 12 6	...	144 3 9	120 12 8	...	0 19 4	69 5 9	1,920 6 11	132 16 0	3,848 3 11
5 12 3	17 4 11	...	58 2 0	80 1 9	...	...	24 7 0	564 2 8	117 7 2	1,521 12 7
230 7 9	149 13 5	...	218 6 3	311 0 10	...	...	63 18 5	3,627 1 3	...	5,909 11 1
20 7 6	14 7 7	...	3 10 0	10 8 0	...	...	1 17 0	476 9 10	...	95 19 10
368 13 4	157 12 11	...	177 13 0	460 13 3	...	0 5 6	...	4,813 4 8	1,470 9 0	4,618 9 3
29 15 8	9 10 0	...	...	...	...	...	1 10 3	236 10 5	...	16 19 5
276 15 0	398 18 9	137 15 0	966 18 10	904 19 4	...	5 0 6	56 16 10	10,679 7 10	909 14 9	26,612 10 1
161 17 4	...	36 3 1	164 15 1	252 0 0	...	0 5 6	38 3 4	2,878 9 11	...	4,692 2 5
454 0 8	739 19 11	...	936 5 10	1,197 8 3	25 16 9	25 13 8	‡947 14 8	17,271 4 6	...	27,635 13 8
4 11 6	5 2 0	...	...	...	...	...	...	87 13 1	...	3 6 10
277 7 7	285 0 5	...	485 2 11	681 12 3	...	1 2 6	27 1 6	8,950 18 4	...	14,790 7 5
117 19 5	215 6 4	104 18 3	329 2 3	322 14 1	...	4 14 0	43 4 10	5,658 8 6	3,440 0 4	14,302 19 6
32 16 6	37 6 9	...	...	...	...	...	13 15 11	536 3 1	...	204 7 0
83 6 3	158 13 9	...	124 19 6	339 1 8	28 5 1	...	31 4 8	3,329 8 5	...	3,615 4 1
212 12 9	194 0 5	15 10 7	288 6 3	271 18 1	...	...	95 16 5	4,563 7 6	...	9,238 3 3
111 13 10	49 16 5	38 12 6	45 14 4	63 6 8	...	...	11 8 7	1,257 7 3	...	1,207 14 11
0 4 1	9 17 2	...	...	...	...	...	12 5 9	299 2 4	...	150 0 4
0 3 4	6 9 6	...	...	...	...	...	0 15 0	190 1 0	...	9 6 7
...	1 0 0	...	...	...	...	...	0 6 4	92 2 6	...	8 8 4
0 8 3	7 0 4	...	...	...	...	...	0 10 0	144 7 2	31 10 9	...
2 5 3	9 11 10	...	...	...	...	...	...	272 15 6	36 4 8	...
17,211 17 8	19,477 19 9	780 2 1	46,196–2 11	38,205 18 0	336 10 8	467 13 2	5,857 8 5	505,596 6 0	21,875 11 4	1,296,372 16 1
31 17 8	23 4 0	...	43 9 11	59 2 5	...	...	0 7 1	530 9 1	11 1 4	1,183 13 10
...	...	329 17 6	51 9 11	34 13 6	...	5 9 0	...	461 13 11	41 3 0	1,258 18 3
2 15 2	35 0 0	...	...	...	5 13 9	...	28 9 2	1,265 1 10	...	252 6 8
26 0 7	82 18 9	182 16 10	124 10 1	97 8 10	...	2 19 5	19 16 5	1,862 15 2	...	3,448 19 3

* £51, 10s. 4d. consigned in Court (action pending). † Repayment to Contributing Boards.
‡ £437, 14s. 8d., Furniture Fittings for Technical School.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May —1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of Schoel Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW—*contd.*									
Borrowstounness	470 4 11	...	105 0 0	1,910 10 2	...	43 14 3	18 9 10	172 19 11	98 5 0
Carriden	271 7 7	...	24 10 0	642 16 10	...	...	5 12 8	62 0 6	15 16 8
Dalmeny (incl. B. of Queensferry	...	...	45 0 0	860 19 4	...	...	1 0 5	77 0 2	8 13 11
Ecclesmachen	4 4 11	...	18 0 0	248 17 4	...	...	0 13 0	18 6 4	1 0 3
Craigbinning (Comb.)	...	...	4 10 0	55 0 0	...	...	0 1 7	0 12 8	1 0 1
Kirkliston	147 12 2	...	50 0 0	1,059 15 0	...	366 16 0	7 0 11	12 4 7	40 8 1
Linlithgow (B.)	413 9 10	...	48 10 0	687 19 2	...	...	5 6 6	39 1 10	14 17 3
Linlithgow (L.)	305 18 0	...	57 10 0	1,099 13 10	...	...	14 19 0	50 0 4	41 1 4
Livingstone	26 3 7	...	20 0 0	345 18 1	...	...	2 15 0	17 4 0	19 15 5
Torphichen	189 9 0	...	30 0 0	565 7 3	...	...	6 8 0	18 2 5	22 12 9
Uphall	190 9 11	...	80 0 0	1,677 3 10	...	41 6 5	7 7 10	57 17 5	51 11 0
Whitburn	...	...	60 0 0	956 9 0	...	...	6 5 10	37 14 0	16 0 3
Tl. of Linlithgow	2,331 7 3	...	701 0 0	12,012 19 9	...	811 11 9	91 15 5	683 15 7	394 3 5
NAIRN.									
Ardclach	...	...	14 10 0	288 9 4	...	138 12 6	3 2 0	1 2 8	11 10 2
Auldearn	2 16 3	...	15 0 0	290 10 0	...	...	0 3 0	13 2 0	12 12 5
Cawdor	...	...	17 0 0	389 12 10	...	...	6 2 7	11 15 7	9 7 0
Croy and Dalcross	35 14 11	...	24 1 0	436 4 9	...	21 10 7	2 6 8	4 3 9	11 2 4
Nairn (B.)	440 7 0	...	48 0 0	1,118 3 0	...	...	8 1 7	12 12 9	33 10 3
Nairn (L.)	0 8 0	...	18 0 0	246 15 8	...	...	0 7 11	2 9 1	5 7 11
Total of Nairn	479 6 2	...	136 11 0	2,769 15 7	...	160 3 1	20 3 9	45 5 10	83 10 1
ORKNEY.									
Birsay & Harray	...	...	15 0 0	486 15 0	...	...	1 4 7	8 1 11	15 0 10
Cross and Burness and North Ronaldshay	236 11 11	...	27 0 0	302 18 9	...	30 0 0	0 4 7	6 19 1	5 5 7
Evie and Rendall	102 6 7	...	5 0 0	314 9 8	...	341 0 0	2 11 2	3 8 3	12 6 5
Firth and Stennis	...	...	13 10 0	311 0 0	...	615 19 5	4 14 6	6 5 11	6 4 4
Holm	...	...	10 0 0	228 5 0	...	...	1 6 5	2 18 9	8 8 2
Hoy & Græmsay	...	...	8 0 0	184 19 10	...	...	2 12 1	6 4 7	2 16 1
Kirkwall (B.)	821 13 5	...	60 0 0	954 8 4	...	...	18 5 2	47 10 6	58 1 11
Kirkwall & St. Ola	...	...	10 0 0	53 5 6	...	...	0 11 9	3 17 6	1 13 4
Lady	470 8 9	...	8 0 0	280 1 8	...	...	0 16 0	3 17 7	2 10 0
Orphir	...	...	10 10 0	236 19 8	...	...	4 4 9	0 8 3	5 18 5
Rousay & Egilshay	2 14 6	...	14 0 0	376 18 0	...	...	2 6 4	12 5 8	11 6 10
St. Andrews and Deerness	2 15 9	...	21 2 10	506 1 8	...	26 0 10	2 11 10	12 0 1	9 18 11
Sandwick	...	...	9 0 0	189 19 0	...	...	0 14 0	3 13 11	6 7 5
Shapinshay	...	...	11 5 0	184 2 6	...	...	0 19 5	5 15 5	4 3 8
South Ronaldshay and Burray	...	...	32 0 0	906 14 5	...	...	7 1 5	50 5 3	21 19 2
Stromness	164 0 6	...	37 4 0	561 6 7	...	...	2 19 7	28 14 3	9 12 0
Stronsay & Eday	205 1 9	...	24 17 0	468 13 11	...	...	10 10 6	15 0 5	24 0 4
Walls and Flotta	81 17 11	...	16 0 0	485 9 10	...	...	4 1 10	...	16 11 8
Westray and Papa Westray	...	...	33 13 6	627 9 8	...	...	3 19 7	8 14 8	18 8 4
Total of Orkney	2,087 11 1	...	366 2 4	7,659 19 0	...	1,013 0 3	71 15 6	226 2 0	240 13 5
PEEBLES.									
Drumelzier	...	...	6 0 0	120 9 6	...	...	0 7 9	0 5 8	1 11 6
Eddlestone	17 12 3	...	10 2 0	249 5 5	...	...	2 8 5	2 3 5	1 1 0
Kilbucho, Broughton, & Glenholm	83 8 9	...	14 0 0	270 17 7	...	...	2 13 6	2 5 7	2 16 2

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s d.	£ s. d.	£ s. d.
67 7 7	113 18 10	...	149 5 10	228 3 7	...	1 15 2	73 0 3	3,452 15 4	...	4,317 6 1
19 11 6	41 7 2	...	16 0 11	21 13 4	...	2 2 5	11 18 3	1,134 17 10	...	524 3 7
41 11 11	48 13 3	...	34 3 7	60 19 7	...	16 16 0	...	1,194 18 2	204 8 5	915 11 11
3 18 10	6 0 0	...	...	...	...	...	22 15 3	323 15 11	...	16 9 3
1 2 1	10 2 6	...	...	...	...	...	0 15 9	73 4 8	1 15 5	...
134 7 3	54 14 2	...	151 5 0	146 19 3	...	...	8 9 8	2,179 12 1	...	4,326 16 7
20 5 11	46 11 2	...	112 13 1	140 5 7	...	0 19 0	18 5 0	1,548 4 4	...	3,553 0 10
44 2 0	74 6 8	...	123 11 0	127 17 5	...	4 13 0	24 18 3	1,968 10 10	...	3,643 10 7
14 18 2	26 9 0	...	54 4 10	41 15 4	...	...	1 12 5	570 15 10	28 19 2	1,507 18 1
18 10 5	38 9 0	...	48 11 10	75 7 3	...	...	8 17 7	1,021 15 6	...	1,389 0 8
79 6 10	133 19 7	...	100 5 10	326 0 0	...	2 8 6	92 19 1	2,840 16 3	111 5 4	2,621 C 0
89 4 6	92 11 11	...	42 7 11	76 12 1	...	...	18 8 6	1,395 14 0	150 18 1	1,153 13 8
595 0 5	828 6 0	512 14 4	1,051 19 9	1,436 18 2	5 13 9	37 2 6	330 12 8	21,825 0 9	549 10 9	30,112 9 3
2 1 6	21 12 9	...	35 2 10	16 0 2	20 16 4	...	18 4 1	571 4 4	80 18 0	988 0 10
19 13 1	22 3 2	...	...	...	...	...	3 9 7	379 9 6	...	29 12 6
20 0 10	26 8 1	...	44 1 8	45 16 10	...	...	...	570 5 5	3 7 1	1,185 18 2
12 9 3	21 18 0	...	33 6 7	29 10 5	...	4 14 9	5 7 3	642 10 3	...	947 18 11
42 18 11	68 5 10	...	118 4 1	71 7 1	5 17 2	...	20 12 2	1,987 19 10	...	3,748 11 1
12 5 0	16 12 9	...	57 8 8	27 7 10	...	...	0 9 10	387 12 8	...	1,616 6 7
109 8 7	177 0 7	...	288 3 10	190 2 4	26 13 6	4 14 9	48 2 11	4,539 2 0	84 5 1	8,516 8 1
15 15 5	40 8 6	...	20 8 8	9 8 1	...	...	3 8 8	615 11 8	219 1 10	574 10 11
33 13 6	12 5 0	...	6 11 7	8 13 4	...	...	10 11 6	680 14 10	...	392 13 10
24 15 5	18 12 6	...	15 14 0	13 15 11	...	...	13 0 3	867 0 2	...	644 2 3
30 18 0	13 18 3	...	...	...	0 3 4	...	1 17 11	1,004 11 8	356 3 11	850 0 0
2 8 6	21 0 2	...	8 6 7	6 16 0	...	...	4 13 10	294 3 5	69 5 11	232 14 0
5 18 0	5 8 6	...	11 10 4	16 6 3	3 16 9	...	1 4 2	248 16 7	32 15 11	315 15 7
16 18 11	96 5 5	...	98 7 0	49 12 1	1 1 2	...	29 12 6	2,251 16 5	...	3,221 0 7
0 7 0	4 0 5	...	...	...	...	...	*131 12 5	205 7 11	...	44 11 8
18 2 8	9 17 9	...	4 1 0	5 6 8	...	...	19 16 9	822 18 10	...	425 13 11
8 17 4	13 15 8	...	...	...	0 5 7	...	6 1 3	287 0 11	12 18 3	...
1 13 11	17 17 3	...	11 13 3	5 7 9	...	...	3 1 6	459 5 0	46 4 9	327 15 5
9 16 1	31 6 11	...	17 11 0	8 4 3	...	...	13 12 9	661 2 11	...	562 12 8
2 1 8	8 12 4	6 0 0	4 4 0	10 0 0	...	...	0 2 6	240 14 10	49 0 8	110 0 0
123 3 8	14 8 0	...	7 2 10	16 0 0	...	...	...	367 0 6	...	228 6 6
36 15 1	47 17 11	...	29 2 5	13 10 1	...	3 10 0	3 9 0	1,152 4 9	101 2 3	818 8 11
76 9 7	25 9 7	...	36 6 0	20 5 5	...	...	13 12 10	976 0 4	...	1,083 9 10
14 2 5	13 19 9	...	12 2 4	4 17 8	...	...	6 4 5	799 10 6	...	444 1 7
130 7 10	25 3 0	...	13 9 7	7 17 11	11 6 6	...	*6 8 2	798 14 3	...	603 7 3
25 13 4	34 13 5	...	30 3 1	12 9 5	...	...	2 0 8	797 5 8	63 4 10	849 2 7
577 18 4	455 0 4	6 0 0	326 13 8	208 10 10	16 13 4	3 10 0	270 11 1	13,530 1 2	949 18 4	11,728 7 6
0 16 1	4 2 0	...	8 17 11	9 0 0	...	...	0 3 2	151 13 7	19 3 1	247 10 0
40 12 6	9 0 0	...	10 1 8	38 19 6	...	...	2 5 8	383 11 10	...	247 16 0
6 4 11	12 15 6	...	7 0 0	13 6 8	3 4 0	...	...	418 12 8	14 2 10	186 13 4

* £131 2s. 5d. consigned in action, Kirkwall (B.) v. St. Ola.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLES—*contd.*									
Innerleithen .	4 17 5	...	46 12 6	1,020 9 6	...	65 2 1	2 11 7	29 5 5	28 4 10
Kirkurd . .	...	...	6 0 0	132 10 0	...	...	...	0 13 8	0 15 7
Lyne . . .	1 13 3	...	8 0 0	132 0 0	...	...	0 12 8	0 9 6	0 7 6
Manor . . .	70 7 2	...	6 0 0	103 9 6	...	...	1 4 0	0 12 8	0 9 2
Newlands . .	118 2 2	...	11 0 0	276 10 6	...	...	...	0 15 6	13 14 0
Peebles (incl. B.)	676 12 8	...	50 0 0	1,119 15 11	...	...	1 8 9	79 1 10	20 4 10
Skirling . .	...	...	6 0 0	122 7 6	...	...	0 1 0	1 12 6	0 14 10
Stobo . . .	...	...	6 10 0	149 2 0	...	...	0 10 6	1 9 8	1 6 6
Traquair . .	...	...	14 0 0	207 6 0	...	...	0 16 4	3 3 9	2 3 4
Tweedsmuir .	...	...	5 0 0	132 18 3	...	...	0 5 0	0 6 9	0 12 1
West Linton .	26 12 3	...	6 0 0	204 6 4	...	...	1 8 0	1 0 4	2 0 11
Total of Peebles	999 5 11	...	195 4 6	4,241 8 0	...	65 2 1	14 7 6	123 6 3	76 2 3
PERTH.									
Aberdalgie . .	...	...	12 2 0	149 5 8	...	...	...	8 15 10	0 18 5
Aberfoyle . .	68 11 7	...	17 0 0	290 14 8	...	...	1 19 6	21 8 5	4 2 9
Abernethy . .	...	...	20 0 0	350 5 6	...	...	6 7 2	1 12 7	5 14 6
Abernyte . .	...	...	8 0 0	171 0 6	...	...	1 18 5	1 9 0	3 10 10
Alyth . . .	...	...	33 15 0	906 15 2	...	127 11 8	8 11 5	27 19 1	43 7 2
Amulree . .	...	...	12 0 0	148 17 6	...	...	1 11 9	0 10 11	7 16 9
Ardoch . .	...	...	20 0 0	224 16 10	...	193 10 0	3 8 7	3 3 10	5 12 10
Arngask . .	...	...	10 10 0	194 2 3	...	...	0 13 0	4 10 9	1 8 5
Auchterarder .	69 9 3	...	30 0 0	792 14 7	...	...	4 10 4	22 3 4	16 13 8
Auchtergaven .	44 14 6	...	19 10 0	335 0 0	...	...	2 3 3	8 8 7	8 7 5
Stanley (Comb.).	...	...	10 0 0	370 16 0	...	...	0 10 0	4 0 8	17 10 3
Balquhidder .	...	...	15 0 0	199 8 6	...	...	1 17 6	1 4 5	3 3 9
Bendochy . .	...	...	10 0 0	87 2 9	...	...	1 11 7	1 6 8	3 14 6
Blackford . .	...	...	30 0 0	409 11 5	...	...	3 19 4	4 16 4	31 3 2
Blair-Athol . .	...	...	21 0 0	665 2 6	...	...	6 11 2	22 18 3	62 16 6
Blairgowrie . .	...	...	45 0 0	1,080 9 6	...	...	4 2 1	92 19 5	52 1 2
Blairingone . .	20 6 5	...	13 0 0	181 7 11	...	...	0 13 1	2 16 10	3 16 11
Callander . .	1,786 17 3	...	30 0 0	599 14 1	...	682 15 7	29 8 9	55 2 9	42 15 6
Caputh . .	...	...	17 0 0	309 16 0	...	...	3 18 8	2 5 9	1 6 10
Cargill . .	...	...	16 0 0	355 0 0	...	...	3 10 9	7 8 11	10 2 10
Clunie . . .	0 10 5	...	14 10 0	210 3 0	...	...	1 4 11	3 2 3	3 7 11
Collace . . .	1 1 8	...	9 15 0	167 19 6	...	...	1 5 10	3 8 6	1 19 7
Comrie . . .	53 7 1	...	25 0 0	437 18 6	...	208 11 9	6 0 1	2 3 0	12 9 7
Crieff . . .	427 7 5	...	32 10 0	1,123 0 6	...	...	10 11 8	18 9 0	44 5 1
Dron . . .	...	...	8 0 0	67 8 10	...	...	0 10 0	...	1 6 7
Dull . . .	35 10 11	...	25 18 10	892 15 8	...	218 9 1	5 18 7	13 7 6	19 6 1
Dunbarney .	...	...	13 0 0	318 15 0	...	...	0 14 11	3 15 8	6 18 5
Dunblane .	57 4 1	...	25 18 2	784 15 10	...	...	4 5 8	33 7 6	8 12 1
Dunkeld and Dowally . .	1,123 18 7	...	20 0 0	506 1 10	...	...	3 13 10	2 10 11	7 10 0
Dunning . .	...	...	13 0 0	395 13 10	...	...	3 14 11	9 6 11	3 0 3
Errol . . .	...	...	42 0 0	453 14 6	...	...	2 2 10	4 3 7	15 19 1
Findo-Gask . .	1 7 5	...	4 0 0	164 19 6	...	...	0 7 5	0 13 2	1 2 2
Forgandenny .	51 5 3	...	10 0 0	225 0 0	...	...	0 13 4	4 1 7	2 1 0
Forteviot . .	...	...	11 13 6	260 10 9	...	...	1 3 6	5 3 7	5 2 8
Fortingall . .	...	...	17 0 0	180 6 6	...	...	1 6 9	1 18 1	4 17 0
Fowlis-Easter .	6 14 11	...	10 0 0	146 19 6	...	...	0 15 5	2 10 7	2 3 6
Fowlis-Wester .	...	...	14 13 0	329 11 9	...	...	1 10 0	12 19 3	12 10 4
Gartmore . .	5 14 6	...	12 0 0	185 8 1	...	...	0 14 0	2 10 0	3 10 1
Glendevon . .	...	...	6 0 0	105 13 0	...	...	1 10 5	1 12 2	0 10 5
Inchture . .	19 9 0	...	18 0 0	279 11 1	...	...	1 7 6	13 15 8	5 9 2
Inerwick (Glenlyon) . . .	...	...	12 0 0	139 15 0	...	...	0 4 8	1 8 4	5 3 3

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleansing.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
37 0 3	48 18 10	...	52 10 2	123 10 0	3 14 0	...	11 7 6	1,474 4 1	29 12 1	1,390 10 0
0 4 11	4 0 0	...	...	...	...	...	...	144 4 2	110 2 0	...
2 13 0	1 10 0	...	7 4 1	8 13 4	12 12 0	...	0 0 9	175 16 1	...	202 9 3
23 5 2	3 0 0	...	1 7 0	12 14 4	...	...	3 14 1	226 3 1	...	90 11 2
...	8 13 6	...	24 17 3	39 15 7	...	...	31 0 9	524 9 3	...	750 6 9
100 9 9	88 16 8	...	98 5 8	201 4 10	7 11 0	...	36 4 4	2,479 16 3	...	2,909 19 6
...	3 12 0	...	...	...	...	...	...	134 7 10	...	1 11 8
6 0 10	4 15 0	...	8 10 1	12 0 0	...	...	...	190 4 7	60 14 9	284 0 0
27 12 5	11 2 7	...	...	...	...	...	17 0 5	283 4 10	2 7 5	...
4 1 11	3 10 0	...	...	...	...	...	...	146 14 0	...	0 7 8
17 14 6	9 3 4	41 1 4	18 10 3	22 1 9	4 4 0	...	1 3 5	355 6 5	...	548 0 11
266 16 3	212 19 5	41 1 4	237 4 1	481 6 0	31 5 0	...	103 0 1	7,088 8 8	236 2 2	6,809 16 3
5 15 9	4 6 4	...	...	...	...	...	6 5 4	187 9 4	47 1 11	...
42 17 0	25 11 2	...	15 18 3	30 0 0	...	...	4 15 3	522 18 7	...	525 11 1
32 4 0	30 10 2	...	16 2 0	60 0 0	...	4 1 6	11 5 8	538 3 1	62 18 11	400 0 0
7 18 1	4 2 0	...	...	...	...	...	15 0 0	212 18 10	1 17 4	...
24 10 9	60 1 2	...	83 6 6	33 11 0	...	...	25 14 11	1,375 3 10	102 19 0	2,355 9 4
...	1 0 0	...	32 18 5	25 0 0	...	...	1 8 5	231 3 9	54 14 8	848 10 0
2 7 0	12 14 2	...	...	...	...	...	20 0 0	485 13 3	102 2 7	...
1 16 1	8 5 2	...	...	...	...	...	0 6 6	221 12 2	6 10 8	...
62 1 10	51 19 0	...	153 12 11	166 10 9	...	...	56 14 6	1,426 10 2	91 12 11	4,246 17 3
4 16 4	23 12 6	74 2 10	61 15 1	79 6 8	...	...	5 6 11	667 4 1	...	1,712 11 8
...	28 7 4	...	...	...	...	...	0 10 0	431 14 3	72 19 0	...
3 5 11	9 7 0	...	...	...	...	...	25 18 5	259 5 6	25 5 6	...
6 1 2	8 0 0	...	26 16 11	19 19 9	...	...	2 12 2	167 5 6	47 6 0	747 0 1
25 19 7	13 18 10	...	...	...	...	...	26 17 9	546 6 5	51 6 0	...
36 8 5	49 5 9	...	...	...	...	...	30 0 0	894 2 7	386 9 1	...
58 16 5	84 11 3	...	159 2 6	120 12 4	...	6 2 0	11 17 5	1,715 14 1	7 10 3	4,225 7 4
10 0 0	15 14 2	...	4 3 5	6 14 7	...	...	3 2 7	261 15 11	...	159 8 11
102 3 4	64 18 7	...	56 17 5	75 0 5	...	...	0 4 1	3,525 17 9	42 12 0	3,659 6 5
6 10 3	11 5 0	...	...	...	...	...	0 15 7	352 17 8	102 19 6	...
49 9 2	18 4 1	...	23 9 0	40 0 0	...	2 9 2	1 6 2	527 0 1	23 16 8	817 10 0
12 6 6	10 2 0	...	10 3 5	11 13 4	...	...	...	277 3 9	32 15 6	262 10 0
8 9 1	9 17 10	...	13 0 3	11 5 1	...	...	0 4 0	228 6 4	12 18 4	362 5 0
82 7 10	24 3 0	...	28 5 0	39 1 2	2 9 6	...	2 19 7	924 16 1	...	970 16 7
30 6 5	45 11 2	...	27 6 9	48 15 9	...	...	17 9 10	1,825 13 7	...	1,045 8 6
...	6 7 2	...	...	...	...	...	...	83 12 7	6 3 3	...
8 8 4	49 5 9	...	61 10 4	43 15 0	13 3 6	...	*82 3 8	1,469 13 3	...	2,001 1 3
38 12 7	21 11 2	...	38 4 5	32 0 7	...	...	1 2 8	474 15 5	...	1,063 8 8
43 9 1	54 18 9	...	80 11 4	64 12 4	...	...	25 1 8	1,182 16 6	...	2,276 17 7
34 13 3	28 10 7	...	...	...	17 11 11	1 4 7	52 18 3	1,799 2 9	...	1,158 15 3
6 14 0	20 11 7	0 17 9	13 1 7	21 13 4	...	...	1 13 9	489 7 11	...	387 11 7
14 9 11	17 1 0	14 0 0	55 3 9	38 9 7	...	...	38 1 5	695 5 8	141 15 5	1,538 7 2
4 11 7	4 4 6	...	2 2 10	14 14 10	...	...	...	198 3 5	...	48 11 4
...	15 9 8	15 0 0	9 17 9	10 0 0	6 14 11	...	6 16 7	357 0 1	...	300 7 5
21 6 9	14 14 4	...	16 12 2	21 2 10	14 12 6	...	17 12 4	389 14 11	14 2 1	456 19 1
1 14 0	11 7 3	...	14 15 2	16 0 0	...	...	1 0 0	250 4 9	3 9 11	357 0 0
0 14 10	3 19 2	...	4 18 0	35 0 0	...	...	2 9 9	216 5 8	...	231 6 2
19 4 3	11 4 0	...	...	...	...	...	43 8 8	445 1 3	36 8 3	...
1 7 10	9 4 8	...	8 11 6	22 18 6	...	...	0 7 10	252 7 0	...	245 14 7
2 2 10	3 5 6	...	...	...	...	...	...	120 14 4	57 1 11	...
14 11 9	7 8 9	...	12 7 0	13 6 5	...	...	50 15 3	486 1 7	...	308 18 10
2 8 2	3 16 6	2 0 0	...	...	...	...	...	166 15 11	28 6 6	...

* To Logierait, £60, and to Weem, £12, 12s. under Boundary Commissioners order.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*									
Kenmore	...	...	18 0 0	575 12 0	...	36 16 6	7 2 5	16 8 5	14 0 11
Killin	...	...	21 0 0	611 17 8	...	279 0 0	7 2 4	2 1 7	11 17 3
Kilmadock	121 19 2	...	35 0 0	619 11 11	...	150 0 0	8 4 0	42 10 7	48 0 1
Kilspindie	...	...	10 10 0	210 18 4	...	...	1 12 6	...	5 5 0
Kincardine	0 13 7	...	25 0 0	456 1 7	...	...	3 0 8	1 7 6	33 11 6
Kinclaven	...	...	...	134 16 0	...	...	0 14 7	...	1 5 9
Kinfauns	...	...	25 0 0	129 17 2	...	...	1 19 6	0 1 3	1 10 11
Kinloch-Rannoch	28 3 7	...	24 0 0	460 10 3	...	...	2 12 7	13 1 4	5 4 10
Kinnaird	4 7 4	...	6 15 0	191 0 9	...	...	1 2 0	0 8 8	5 3 0
Kinnoull	....	...	17 12 0*	...	...	...	1 16 1	...	...
Balbeggie (Comb.)	93 3 11	...	...	...	...	...	...	...	...
Balthayock (Comb.)	35 14 11	...	...	23 10 2	...	...	0 12 0	...	7 12 5
Kirkmichael	63 19 7	...	18 0 0	353 16 5	...	14 11 0	3 19 6	1 19 0	5 0 0
Lecropt	17 13 10	...	20 0 0	290 4 11	...	...	0 15 0	3 6 5	0 15 4
Lethendy and Kinloch	...	...	5 0 0	179 10 0	...	...	0 7 6	1 17 8	1 0 4
Little Dunkeld	...	...	25 0 0	637 12 6	...	...	8 13 0	14 17 7	49 5 4
Logierait	...	...	22 5 6	473 6 6	...	20 19 4	1 14 8	3 0 7	19 7 2
Longforgan	8 8 5	...	35 0 0	605 3 11	...	...	2 0 0	9 6 3	32 15 0
Madderty	...	...	12 0 0	157 6 7	...	...	2 4 0	6 8 2	1 10 2
Meigle	...	...	16 0 0	358 18 2	...	...	2 9 1	14 16 0	19 6 2
Methven	...	...	12 2 0	319 14 0	...	...	1 2 3	4 14 11	3 18 1
Moneydie	30 1 1	...	3 3 0	177 11 0	...	...	0 5 4	0 16 6	1 6 10
Monzie	...	...	10 0 0	168 17 0	...	...	0 7 0	1 3 6	1 8 9
Monzievaird and Strowan	...	...	10 0 0	304 0 0	...	...	0 5 0	1 17 8	3 11 9
Moulin	22 11 2	...	35 0 0	647 17 0	...	389 8 10	5 15 4	13 10 6	39 10 6
Muckhart	54 14 9	...	12 10 0	161 11 10	...	...	3 11 6	6 1 11	2 7 7
Muthill	...	...	25 0 0	345 9 4	...	...	3 8 10	8 1 10	16 5 4
Persie	5 17 7	...	12 0 0	226 19 0	...	...	1 17 4	2 13 9	8 6 5
Perth (B.)	...	...	334 7 10	5,607 3 11	...	8,634 2 3	42 10 6	202 16 9	265 7 3
Perth, East Parish (L.)	...	...	14 0 0	67 10 0	...	...	1 18 1	1 19 8	8 8 2
Port of Monteith	...	...	13 6 8	270 16 9	...	149 18 9	3 14 5	1 15 9	28 9 7
Rattray	82 0 9	...	30 10 0	631 4 6	...	...	8 12 6	42 1 10	11 11 0
Redgorton	...	...	27 10 0	266 5 5	...	...	1 9 4	3 13 6	4 16 4
Rhynd	...	...	13 0 0	183 2 0	...	...	0 15 6	2 12 3	1 12 7
St. Madoes	...	...	14 0 0	186 6 7	...	685 14 0	1 11 10	0 12 3	3 1 6
St. Martins	36 15 1	...	18 0 0	304 0 11	...	...	0 11 0	3 0 0	12 19 5
Scone	25 18 6	...	20 0 0	503 2 6	...	...	1 15 2	14 4 1	11 4 9
Tenandry	...	...	8 0 0*	...	...	...	0 5 0	...	...
Tibbermore	...	...	17 0 0	383 13 9	...	...	0 14 9	0 12 0	4 6 7
Trinity-Gask	12 19 3	...	1 10 0	135 5 0	...	...	0 14 6	...	1 2 7
Trossachs	24 9 8	...	9 0 0	162 14 6	...	...	3 16 0	...	2 13 11
Weem	...	...	15 0 0	188 5 6	...	...	0 7 6	2 17 6	13 19 0
Total of Perth	4,443 2 5	...	1,725 17 6	32,909 8 10	...	11,791 8 9	280 12 3	882 6 9	1,202 16 6
RENFREW.									
Abbey, Paisley (L.)	438 1 10	...	155 0 0	2,746 4 6	...	149 17 4	17 7 2	37 14 11	183 10 3
Cathcart	0 17 0	...	214 10 0	3,921 15 3	...	...	75 3 5	92 13 5	325 19 11
Eaglesham	...	...	12 10 0	295 0 0	...	...	1 16 0	6 8 8	5 14 10
Eastwood	...	...	193 6 8	2,932 2 11	...	857 12 9	18 4 7	242 18 3	185 4 3
Erskine	...	...	35 0 0	508 15 9	...	...	4 15 9	6 6 4	24 11 5
Gourock	250 13 6	...	125 7 6	1,024 6 2	...	160 0 0	10 12 0	58 15 10	47 13 4
Greenock (B.)	...	...	808 19 10	12,057 10 4	...	...	210 2 2	428 7 2	1,549 16 11
Greenock, East Parish (L.)	167 10 9	...	65 4 0	636 10 4	...	...	6 7 7	32 9 5	72 3 8
Greenock, West Parish (L.)	...	...	20 10 0*	...	...	...	0 10 0	...	...

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
12 14 1	25 5 0	...	28 2 7	18 11 9	17 16 0	...	0 3 5	770 13 1	180 11 5	788 6 9
12 19 5	33 15 10	...	47 2 11	47 8 3	7 5 4	...	7 14 3	1,089 4 10	206 18 10	1,657 6 3
6 2 3	52 15 6	43 4 3	24 17 10	8 1 8	16 7 4	2 6 8	18 1 5	1,197 2 8	830 5 3	1,203 3 4
7 4 4	5 9 4	8 0 0	8 16 7	6 11 5	...	..	10 0 0	274 7 6	19 18 3	247 6 3
28 18 6	7 19 0	...	1 18 0	17 15 11	...	...	61 3 11	637 10 2	...	64 0 5
12 17 5	11 6 2	50 1 6	10 4 8	8 0 0	...	...	...	229 6 1	102 11 10	267 0 0
8 6 10	5 0 0	2 10 0	...	...	0 5 0	...	8 0 0	182 10 0	33 11 4	...
4 17 0	10 2 6	...	8 10 7	11 9 6	...	...	0 19 4	569 11 6	...	244 2 8
2 18 0	5 19 6	...	1 14 0	8 2 0	...	...	10 0 0	237 10 3	5 8 8	40 10 0
...	...	20 0 0	22 16 4	8 19 1	...	...	†93 3 11	164 7 5	114 5 2	642 18 3
...	...	...	...	...	...	...	...	93 3 11	...	...
...	3 19 6	...	...	...	...	...	1 2 0	72 11 0	...	63 5 6
3 9 6	20 9 1	...	20 13 4	19 10 4	...	...	3 9 9	528 17 6	8 10 4	575 16 3
16 2 2	9 18 0	...	...	...	20 5 5	...	1 19 3	381 0 4	4 10 3	...
1 7 9	7 6 0	...	...	...	...	...	2 2 9	198 12 0	22 17 7	...
25 15 7	41 11 5	...	18 9 5	27 15 0	...	...	2 19 3	851 19 1	40 10 11	499 18 9
21 7 0	19 13 4	...	21 15 1	17 15 0	10 6 3	...	8 4 5	639 14 10	...	908 18 8
30 15 3	27 13 2	18 0 0	60 15 10	122 16 3	...	...	34 0 11	986 15 0	43 15 5	1,697 12 10
0 3 6	8 11 10	...	7 5 3	21 14 4	...	...	0 14 1	217 17 11	...	165 8 1
33 16 6	45 10 8	...	71 6 1	30 19 11	...	...	4 16 8	597 19 3	66 12 11	2,006 6 5
3 10 10	17 8 6	10 0 0	...	...	...	...	...	372 10 7	32 19 11	...
2 18 2	7 15 7	...	...	...	...	...	0 13 7	224 11 1	...	12 16 11
11 6 0	5 3 6	...	...	...	...	...	0 3 7	198 9 4	40 9 6	...
38 3 10	8 0 0	...	...	...	7 4 0	...	6 1 0	379 3 3	12 13 10	...
105 2 5	61 10 9	...	62 3 10	62 16 2	...	...	20 8 8	1,465 15 2	...	2,100 10 11
13 12 2	10 15 4	...	11 19 7	9 1 11	...	...	5 7 7	291 14 2	...	371 16 2
40 4 0	21 6 10	6 0 0	29 3 7	42 19 5	0 10 0	...	1 4 0	539 13 2	30 16 6	777 15 2
0 10 7	10 2 6	30 1 6	24 0 0	18 15 6	...	...	5 12 6	346 16 8	38 9 11	625 19 1
595 10 0	501 0 0	...	1,088 18 11	968 7 6	5 13 7	...	1,342 10 11	19,588 9 5	...	31,747 2 1
0 17 1	4 16 6	...	...	...	...	...	0 14 6	100 4 0	73 14 6	...
12 15 4	15 3 3	...	4 7 6	20 0 0	...	...	...	520 8 0	...	159 8 5
25 6 5	64 10 11	...	55 18 3	64 4 0	...	1 2 6	9 5 3	1,026 7 11	...	1,658 9 7
14 13 0	17 17 5	28 15 5	16 17 6	15 11 2	...	...	22 5 0	419 14 1	80 3 9	466 12 6
13 11 9	7 13 7	...	...	...	...	...	0 2 6	222 10 2	17 6 2	...
1 15 0	8 12 6	...	...	...	...	...	10 10 10	912 4 6	344 18 8	900 0 0
13 16 7	18 6 7	...	84 13 7	40 0 0	20 0 0	...	1 2 7	553 5 9	103 15 5	2,326 12 2
9 18 5	49 5 0	...	57 18 7	34 10 2	...	...	37 0 0	764 17 2	42 13 10	1,620 10 10
...	...	...	...	...	...	...	...	8 5 0	7 9 4	...
24 2 10	21 6 3	...	...	...	...	...	...	451 16 2	51 6 5	...
1 10 8	4 0 0	...	1 16 11	10 2 3	...	...	1 2 7	170 3 9	...	48 0 10
31 0 7	14 6 6	...	24 18 6	30 0 0	...	...	2 3 2	305 2 10	...	711 15 0
0 5 0	5 19 4	4 17 7	...	...	2 17 3	...	1 4 9	235 13 5	53 17 2	...
2,021 5 10	2,115 14 8	327 10 10	2,847 18 11	2,793 2 9	163 2 6	17 6 5	2,330 15 3	65,852 10 2	4,174 6 3	87,313 1 2
62 11 7	247 3 1	...	431 11 5	344 10 10	7 2 8	4 15 8	95 14 0	4,921 5 3	...	11,790 15 4
186 14 2	314 19 4	131 7 2	524 14 6	642 12 8	...	...	38 12 6	6,469 19 4	...	14,446 12 7
9 19 4	20 4 6	4 1 7	...	...	...	...	0 0 8	355 15 7	66 12 0	...
235 19 4	281 14 11	...	339 0 5	437 3 3	...	5 0 0	50 16 5	5,779 3 9	...	10,054 2 6
17 11 8	34 16 6	...	38 4 7	59 14 11	...	...	2 7 2	732 4 1	175 6 5	1,031 0 11
50 9 8	82 19 0	...	154 0 2	242 5 10	...	...	23 2 0	2,230 5 0	...	4,635 19 10
836 12 4	1,119 0 7	...	2,294 13 11	1,420 13 11	...	44 11 0	892 7 1	21,662 15 3	1,593 16 7	59,697 14 1
20 13 0	42 4 6	...	125 0 10	131 19 0	...	...	21 11 10	1,321 14 11	...	3,566 9 7
...	...	30 0 0	...	...	...	...	0 2 9	51 2 9	5 9 4	...

† Balbeggie School balance transferred

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*									
Houston and Killellan	355 0 1	...	66 0 0	733 1 5	...	...	5 17 9	23 8 10	33 1 7
Inchinnan	...	...	31 0 0	232 19 6	...	...	0 10 0	1 9 10	4 19 4
Inverkip	76 10 2	...	30 0 0	321 0 0	...	...	1 13 1	4 0 10	4 4 7
Kilbarchan	231 15 5	...	57 10 0	1,125 12 3	...	...	10 16 0	13 19 6	55 4 8
Kilmalcolm	...	...	57 0 0	748 7 4	...	10 15 3	11 14 10	9 9 2	38 15 0
Levern	195 3 6	...	40 0 0	319 10 8	...	...	1 14 3	9 13 6	9 10 2
Lochwinnoch	...	...	50 9 0	766 11 1	...	...	6 2 0	22 11 3	10 4 4
Mearns	...	...	44 6 8	512 8 10	...	...	7 7 11	65 14 10	8 17 11
Busby (Comb.)	209 10 6	...	25 0 0	573 13 9	...	...	2 6 7	24 16 10	65 14 1
Neilston	101 6 2	...	175 0 0	2,540 10 1	...	1,538 9 2	15 11 7	99 18 1	109 9 7
Paisley (B.)	4,217 18 9	...	635 17 0	12,659 4 7	...	8,460 0 0	69 2 6	345 2 6	819 7 9
Port-Glasgow (B.)	184 5 4	...	165 14 4	2,403 9 4	...	...	13 18 9	273 6 9	274 18 4
Renfrew (B.)	177 10 4	...	52 4 0	1,552 4 4	...	...	2 0 2	132 7 1	17 2 10
Renfrew (L.)	215 4 2	...	79 18 4	1,035 6 6	...	...	7 3 9	37 7 10	90 17 9
Skelmorlie	...	...	25 0 0	300 10 0	...	...	3 3 11	23 15 7	2 10 0
Total of Renfrew	6,821 7 6	...	3,165 7 4	49,946 14 11	...	11,176 14 6	504 1 9	1,992 16 5	3,939 12 6
ROSS AND CROMARTY.									
MAINLAND.									
Alness	...	...	22 0 0	374 17 11	...	...	5 5 2	8 18 2	5 19 8
Applecross	...	...	10 0 0	560 7 11	...	...	3 7 8	3 13 10	6 1 1
Avoch	...	...	26 0 0	449 19 7	...	229 4 10	3 15 4	3 11 3	9 14 8
Carnoch	...	...	12 0 0	119 4 6	...	...	1 0 9	...	1 13 10
Contin	...	...	16 10 0	238 9 6	...	...	1 10 3	1 11 9	2 16 6
Cromarty (incl. B.)	730 13 1	...	65 0 0	546 15 0	...	194 0 5	2 17 2	28 8 9	9 3 7
Dingwall (incl. B.)	110 4 5	...	52 0 0	837 8 5	...	...	15 7 7	28 8 3	28 15 3
Edderton	...	...	15 0 0	178 13 6	...	...	0 14 6	6 0 4	1 12 11
Fearn	...	...	25 0 0	663 0 6	...	...	1 2 10	8 0 0	9 3 7
Fodderty	336 2 5	...	25 17 0	509 3 4	...	120 12 10	2 9 10	22 5 1	7 0 0
Gairloch	...	...	47 5 0	1,012 15 7	...	...	11 18 10	46 8 9	28 5 3
Glenshiel	...	...	10 0 0	160 6 8	...	...	6 2 7	10 4 3	4 2 1
Killearnan	...	...	26 0 0	188 8 4	...	...	3 9 9	2 16 5	11 13 4
Kilmuir-Easter	11 2 1	...	23 14 2	345 5 0	...	...	3 9 3	9 5 3	8 18 1
Kiltearn	...	...	18 0 0	313 4 6	...	...	1 9 9	6 13 3	2 8 0
Kincardine	48 12 11	...	38 0 0	733 8 7	...	...	5 9 2	2 0 5	14 14 10
Kinlochluichart	...	...	25 0 0	204 17 7	...	...	6 3 10	2 6 0	2 14 0
Kintail	64 12 9	...	19 0 0	205 0 0	...	...	2 19 7	4 4 8	7 4 4
Knockbain	...	...	30 0 0	436 14 11	...	...	1 18 8	3 19 0	16 5 1
Lochalsh	12 16 2	...	27 0 0	657 6 1	...	...	4 3 11	9 18 11	17 8 1
Lochbroom	...	...	63 15 0	1,153 2 10	...	32 7 6	45 14 7	146 13 9	28 14 6
Lochcarron	97 6 6	...	24 17 6	540 1 10	...	...	3 9 8	15 6 9	13 1 2
Logie-Easter	7 17 3	...	15 0 0	342 15 10	...	...	8 13 0	13 8 3	6 0 4
Nigg	...	...	21 0 0	242 12 6	...	...	0 15 1	4 19 3	8 9 7
Resolis	23 0 8	...	36 15 0	311 0 1	...	...	7 16 6	10 13 6	4 0 4
Rosemarkie	...	...	25 0 0	548 5 10	...	229 0 9	4 2 6	9 11 5	15 3 1
Rosskeen	49 6 4	...	68 0 0	1,064 7 2	...	495 18 0	16 12 11	17 3 6	33 12 1
Tain (incl. B.)	175 11 8	...	30 0 0	637 9 6	...	...	6 18 10	31 11 8	6 5 0
Tarbat	...	...	22 2 0	440 15 9	...	203 11 0	0 16 7	14 11 7	7 18 4
Urquhart and Logie-Wester	...	...	43 1 6	691 0 3	...	...	9 9 10	16 2 6	14 4 1
Urray	130 3 5	...	40 2 0	536 10 0	...	...	3 5 6	18 15 9	24 6 6
INSULAR.									
Barvas	...	...	90 1 2	1,164 14 0	...	399 18 1	18 19 3	104 7 2	38 2 4
Lochs	...	...	81 7 2	928 12 5	...	...	18 6 3	88 19 6	41 12 10
Achmore (Comb.)	...	...	7 10 0	93 7 8	...	...	...	3 5 1	3 13 0
Stornoway	...	...	122 18 3	1,876 8 0	...	1,007 13 9	27 0 6	147 2 8	50 18 6
Uig	...	...	85 5 6	1,000 5 1	...	...	19 16 9	88 2 9	34 9 1
Total of Ross and Cromarty	1,797 9 8	...	1,310 1 3	20,306 16 2	...	2,912 7 2	276 14 2	939 9 5	526 4 11

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
35 7 0	47 11 8	...	146 17 6	63 0 8	...	...	20 3 5	1,529 9 11	...	4,459 5 7
13 3 0	6 12 6	...	10 9 2	12 8 0	...	...	7 4 2	320 15 6	20 10 4	289 8 0
1 15 8	14 17 1	...	19 11 1	15 0 0	...	...	6 1 4	494 13 10	85 5 9	547 10 0
127 18 4	67 15 10	198 17 0	165 6 6	130 0 2	...	...	46 10 2	2,231 5 10	...	4,632 9 10
106 11 11	81 15 5	50 0 0	212 9 5	128 12 11	...	...	20 15 1	1,476 6 4	...	5,478 1 9
15 3 1	31 17 7	...	5 7 2	17 10 0	...	...	16 2 5	661 12 4	...	275 4 0
65 12 7	71 17 8	...	43 18 4	59 5 10	...	2 2 0	49 16 7	1,148 10 8	97 14 9	1,202 3 6
50 6 10	47 7 10	223 17 4	52 10 8	93 16 0	...	2 13 11	4 8 10	1,113 17 7	...	1,452 5 4
172 6 0	57 6 3	...	...	...	...	...	26 19 6	1,157 13 6	...	205 8 1
102 12 11	192 13 5	...	261 10 5	273 5 11	12 8 6	14 6 9	49 17 6	5,487 0 1	...	8,019 13 7
1,468 6 11	935 8 3	...	2,420 12 2	1,198 12 1	5 9 1	41 3 8	625 10 7	33,901 15 10	...	70,650 18 0
144 14 3	316 12 10	...	536 0 7	312 12 6	6 13 6	15 14 4	96 13 2	4,744 14 0	...	14,184 19 10
98 15 2	108 15 5	...	130 6 7	149 6 8	...	...	30 15 8	2,451 8 3	...	3,808 9 4
28 1 7	56 12 6	40 0 0	189 3 1	167 2 11	...	...	28 8 9	1,975 7 2	...	5,277 6 3
86 11 6	23 17 7	...	7 11 2	19 4 0	...	...	0 12 6	492 16 3	42 7 5	201 12 0
3,937 17 10	4,204 4 3	678 3 1	8,108 19 8	5,918 18 1	31 13 9	130 7 4	2,154 14 1	102,711 13 0	2,087 2 7	225,907 9 11
44 9 7	17 7 6	...	27 11 2	21 12 4	4 0 6	1 18 0	1 3 4	535 3 4	179 8 5	765 15 10
25 4 3	11 18 0	...	25 14 6	30 0 0	...	...	13 17 0	690 4 3	39 8 11	705 0 0
64 13 8	24 15 9	...	52 13 5	245 16 0	0 5 6	...	...	1,110 10 0	22 9 4	1,433 6 11
...	2 0 0	...	8 10 0	18 16 0	...	...	2 0 0	165 5 1	96 16 7	224 1 9
5 8 6	6 14 8	...	16 0 6	7 4 4	...	...	...	296 6 0	53 18 9	450 12 10
14 18 9	38 18 7	...	54 12 10	33 19 6	...	...	43 15 1	1,763 2 9	...	2,498 1 4
85 15 5	22 6 10	...	31 18 3	45 16 3	...	11 13 4	21 14 11	1,291 8 11	43 7 0	859 4 8
0 6 6	9 14 0	...	6 17 5	9 8 10	...	...	2 4 1	230 12 1	20 11 5	186 16 5
7 0 7	26 4 0	...	44 11 5	19 7 4	...	1 16 0	4 17 11	810 4 2	46 5 3	1,254 2 3
10 8 5	28 16 4	...	11 18 8	8 14 7	...	12 10 7	27 3 5	1,123 2 6	...	657 6 1
39 9 11	21 3 3	6 13 4	145 16 8	63 0 7	...	0 13 6	18 18 9	1,442 9 5	165 5 3	4,103 13 6
1 1 0	7 10 0	...	11 0 2	7 14 6	...	...	1 11 0	219 12 3	...	316 16 1
2 8 5	11 15 0	...	14 10 2	7 14 5	...	...	...	268 15 10	41 1 9	406 15 3
13 0 10	21 11 9	...	41 0 1	17 15 7	...	1 7 6	9 9 3	505 18 10	36 16 5	1,153 15 3
83 17 2	10 9 6	...	8 10 7	15 0 0	0 6 10	16 1 6	39 9 10	515 10 11	99 0 1	232 10 0
37 14 1	29 4 6	...	42 1 5	34 0 0	...	0 17 6	20 7 2	1,006 10 7	28 6 10	1,168 0 0
0 15 6	6 12 7	...	6 10 3	9 16 0	...	0 13 0	7 19 9	273 8 6	11 8 10	176 4 4
4 1 9	10 2 0	...	...	...	...	...	20 13 9	337 18 10	...	22 13 10
8 19 3	22 14 8	...	37 11 6	28 4 8	4 5 4	1 6 8	...	591 19 9	99 16 0	1,030 14 5
33 3 9	19 11 0	23 13 6	39 0 6	23 6 3	...	...	4 15 6	872 3 8	96 12 7	1,094 4 1
117 19 10	53 13 3	...	32 13 9	14 4 0	4 19 0	...	34 3 1	1,728 1 1	137 19 3	919 13 9
72 6 1	19 17 3	...	13 6 0	20 0 0	...	11 12 2	10 12 3	841 17 2	20 10 9	360 0 0
71 9 4	13 10 3	...	18 2 2	14 1 8	...	0 12 10	6 8 10	517 19 9	...	594 1 10
0 7 3	10 13 6	...	29 12 1	12 3 5	...	...	11 7 8	342 0 4	52 14 5	833 12 9
55 12 1	16 15 8	...	29 14 9	12 17 9	...	8 17 9	2 9 10	519 13 11	...	919 4 2
8 11 7	23 17 0	...	78 0 7	50 3 7	...	1 7 6	8 14 9	1,001 18 7	...	2,338 5 0
18 4 7	55 18 3	7 1 0	111 13 0	55 4 3	...	5 2 1	26 8 7	2,024 11 9	17 18 11	3,479 7 9
26 17 8	26 17 6	...	65 0 10	43 19 2	...	2 6 0	17 6 8	1 070 4 6	...	1,543 14 9
21 9 3	22 10 0	...	33 12 0	17 15 1	...	2 0 0	7 10 0	794 11 7	2 6 2	1,131 19 8
39 8 0	38 14 9	...	55 7 5	59 12 7	...	...	2 10 1	969 11 0	260 3 2	1,522 8 10
95 1 7	31 4 0	...	9 3 4	12 11 8	...	...	11 0 11	912 4 8	...	444 0 6
101 7 2	17 10 0	...	83 2 5	61 10 6	0 17 0	41 2 10	*48 9 5	2,170 1 4	...	2,276 19 4
38 9 8	21 0 0	...	108 11 2	84 5 1	...	11 12 5	14 2 1	1,436 18 7	806 5 6	5,677 15 11
...	2 0 0	...	...	...	...	...	...	109 15 9	196 1 4	...
70 4 11	38 16 9	...	146 2 3	146 13 4	...	12 15 2	18 6 9	3,665 0 10	...	4,209 9 9
188 14 6	18 11 0	...	102 4 2	95 9 2	...	24 13 6	†40 2 7	1,697 14 1	691 5 0	3,157 6 10
1,409 0 10	760 19 1	37 7 10	1,542 15 5	1,347 18 5	14 14 2	170 19 10	499 14 3	33,852 12 7	3,265 17 11	48,147 15 8

* To Lochs under Boundary Award, £30. † To Lochs under Boundary Award, £30.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROXBURGH.									
Ancrum	66 16 1	...	13 0 0	384 18 8	...	...	5 9 10	16 12 5	12 19 5
Bedrule	...	...	9 10 0	137 1 0	...	...	0 12 2	1 2 3	0 13 0
Bowden	12 12 2	...	14 0 0	265 14 9	...	...	1 5 1	6 11 3	2 1 0
Castleton	247 4 1	...	33 0 0	775 13 6	...	...	...	6 18 9	17 2 1
Cavers & Kirktown	...	...	20 0 0	724 5 2	...	...	8 17 6	10 1 11	15 11 9
Crailing	...	...	7 10 0	221 5 0	...	...	1 0 3	3 14 2	6 6 9
Eckford	...	...	15 10 0	307 0 7	...	...	1 0 9	3 3 10	9 4 11
Edgerston	...	...	7 0 0	131 8 3	...	...	0 16 8	6 4 2	1 17 8
Ednam	...	...	7 17 0	235 14 6	...	...	0 2 0	7 9 5	2 1 1
Hawick (B.)	5 11 0	...	177 0 0	3,675 16 5	...	65 12 2	88 15 6	168 9 7	82 10 6
Hawick (L.)	...	...	11 1 0	190 0 0	...	...	1 2 1	0 13 6	1 13 7
Hobkirk	1 12 4	...	12 10 0	185 12 2	...	480 7 10	2 14 9	4 8 6	20 9 5
Hownam	...	...	6 0 0	115 3 6	...	...	1 4 4	3 19 0	3 0 11
Jedburgh (B.)	8 6 7	...	71 15 0	639 0 11	...	...	2 10 10	36 8 0	13 19 4
Jedburgh (L.)	38 4 11	...	20 0 0	293 6 9	...	...	9 1 4	6 3 4	7 11 4
Kelso	533 12 9	...	65 0 0	1,144 15 10	...	...	9 12 1	48 12 0	43 7 3
Lilliesleaf	...	...	14 0 0	269 4 7	...	...	2 15 10	13 13 11	2 10 7
Linton	70 13 5	...	8 10 0	159 14 0	...	...	0 6 8	1 0 6	1 10 8
Makerston	31 0 5	...	12 0 0	144 15 5	...	...	...	3 8 11	1 14 9
Maxton	...	...	10 10 0	188 13 3	...	...	2 4 9	4 5 1	2 7 1
Melrose	...	...	68 10 5	1,336 15 9	...	...	8 7 3	24 13 2	48 2 2
Minto	...	...	10 0 0	258 10 0	...	...	1 4 6	3 0 2	2 16 3
Morebattle	...	...	13 0 0	347 12 1	...	...	3 10 1	1 9 6	5 19 8
Oxnam	4 18 11	...	2 10 0	133 15 0	...	...	...	2 2 11	3 0 7
Roberton	16 15 7	...	14 4 0	270 0 0	...	...	0 18 10	4 19 3	6 1 11
Roxburgh	...	...	15 0 0	374 18 1	...	231 19 0	3 19 6	8 14 9	2 10 5
St. Boswells	...	...	12 10 0	230 18 9	...	...	1 12 9	15 9 7	4 10 6
Smailholm	12 1 0	...	11 10 0	167 13 0	...	...	1 19 1	6 6 6	1 17 5
Southdean	...	...	9 10 0	167 15 6	...	5 5 0	0 6 0	0 3 0	1 16 4
Sprouston	74 17 11	...	13 0 0	413 4 6	...	...	3 3 11	25 13 0	6 4 3
Teviothead	...	...	17 10 0	154 3 8	...	...	0 19 0	6 11 9	6 17 2
Wilton	31 5 7	...	19 0 0	283 17 2	...	...	0 18 6	3 1 2	4 9 1
Yetholm	...	...	12 0 0	282 0 0	...	...	1 5 2	5 14 8	4 5 11
Tl. of Roxburgh	1,155 12 9	...	753 17 5	14,610 7 9	...	783 4 0	117 17 0	460 19 11	347 4 9
SELKIRK.									
Ashkirk	...	...	10 0 0	220 4 0	...	...	0 9 6	5 10 2	1 9 11
Caddonfoot	42 9 2	...	10 0 0	154 8 8	...	...	0 13 11	1 0 2	8 1 7
Ettrick	...	...	12 0 0	187 9 6	...	209 12 0	2 15 10	12 8 9	11 2 7
Galashiels (B.)	...	...	108 18 7	2,668 10 5	...	3,289 0 11	22 4 10	281 10 7	146 14 4
Galashiels (L.)	71 13 2	...	42 10 0	321 5 0	...	...	3 19 1	2 19 2	9 16 10
Kirkhope	40 13 10	...	15 0 0	226 8 10	...	...	2 8 4	1 17 2	3 9 0
Selkirk (B.)	78 15 6	...	100 5 0	1,173 17 6	...	...	20 19 7	64 2 7	54 18 7
Selkirk (L.)	50 11 7	...	21 0 0	483 0 6	...	...	1 3 6	15 13 6	17 7 2
Yarrow	17 11 5	...	20 0 0	403 0 0	...	...	2 6 0	9 19 8	4 7 1
Total of Selkirk	301 14 8	...	339 13 7	5,838 4 5	...	3,498 12 11	57 0 7	395 1 9	257 7 1
SHETLAND.									
Bressay	40 1 4	...	6 5 0	208 10 6	...	...	0 15 0	1 1 7	5 18 2
Delting	...	...	27 10 2	311 8 10	...	...	11 5 9	...	24 3 1
Dunrossness	...	...	49 10 0	687 8 3	...	...	18 14 4	40 14 9	30 9 11
Fetlar	28 11 4	...	6 0 0	76 9 6	...	...	0 15 9	0 12 4	6 7 3
Lerwick and Gulberwick	210 9 10	...	98 0 0	1,291 10 2	...	...	11 5 4	79 15 1	32 7 11

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
13 13 1	25 13 6	...	31 4 5	36 0 0	...	...	4 0 7	610 8 0	30 19 11	865 0 0
4 0 0	8 0 0	...	...	...	...	...	0 4 9	161 3 2	63 19 1	...
19 15 7	13 7 8	...	...	...	...	...	...	335 7 6	...	12 11 5
45 3 3	53 1 1	...	56 4 1	106 13 4	...	...	22 4 1	1,363 4 3	...	1,662 2 4
110 14 4	32 6 9	...	80 1 3	57 18 11	...	...	16 2 10	1,076 0 5	80 9 1	2,233 17 4
5 18 11	17 7 8	...	46 14 10	46 0 0	...	...	0 6 0	356 3 7	49 1 3	1,301 0 0
9 17 1	20 10 0	...	12 4 9	30 4 7	...	...	1 16 0	410 12 6	12 18 9	319 8 0
2 6 3	7 12 9	...	8 9 1	30 0 0	...	...	1 3 1	196 17 11	50 8 6	210 0 0
11 7 9	7 12 6	...	4 15 3	13 8 9	...	...	2 16 3	293 4 5	1 0 11	122 13 6
179 3 3	340 0 6	...	389 7 9	390 19 5	...	10 13 6	54 6 11	5,578 6 6	75 4 8	10,613 15 10
2 5 11	10 0 0	...	14 8 6	22 16 6	...	...	1 8 5	255 9 6	17 3 0	325 1 4
0 14 10	18 4 2	...	7 7 6	8 0 0	16 1 10	...	22 16 11	781 0 3	...	479 12 0
5 11 5	6 16 0	...	12 9 4	18 0 0	...	...	...	172 4 6	37 2 7	342 0 0
18 4 5	17 11 1	...	136 4 0	172 14 4	...	...	47 5 4	1,163 19 10	12 18 9	3,481 11 6
56 1 3	20 9 8	55 15 0	7 0 0	50 0 0	...	...	6 11 4	570 4 11	...	204 13 5
162 6 5	102 5 11	...	188 14 4	160 17 10	...	...	43 8 0	2,502 12 5	...	5,843 15 9
10 7 11	15 6 1	...	...	...	...	...	5 0 0	332 18 11	152 5 11	...
2 3 11	5 15 0	44 15 11	10 8 7	28 1 5	...	...	1 18 11	334 19 0	...	318 3 9
15 10 5	9 0 0	...	...	...	...	...	3 8 7	220 18 6	...	14 9 3
1 1 3	6 0 0	...	...	...	...	...	...	215 1 5	81 1 8	...
40 2 6	107 10 2	26 17 0	259 0 1	3,174 12 5	27 12 3	3 0 0	41 9 3	5,166 12 5	346 2 7	5,135 17 3
8 12 0	13 6 2	...	16 1 4	17 4 0	...	...	9 12 3	340 6 8	44 5 0	446 4 0
1 0 6	20 5 11	...	11 5 3	22 16 0	...	...	2 14 6	429 13 6	80 17 10	294 16 0
0 18 9	9 1 0	...	1 16 0	12 5 4	...	...	7 19 3	178 7 9	43 2 1	26 18 2
4 15 7	14 15 9	...	28 0 1	50 12 11	...	...	6 2 5	417 6 4	15 1 5	665 4 10
9 9 9	17 1 10	...	21 8 7	41 2 0	6 10 8	...	2 18 7	735 13 2	135 11 2	761 9 9
35 11 7	18 18 0	...	...	...	...	...	...	319 11 2	146 13 8	...
3 14 0	11 2 2	...	...	...	...	...	1 12 7	217 15 9	...	3 15 11
4 14 10	9 3 4	...	2 13 0	12 10 0	...	...	...	213 17 0	74 19 3	62 9 6
17 15 7	25 8 6	...	6 6 0	16 0 0	22 3 11	...	7 7 11	631 5 6	...	233 12 4
9 12 1	11 14 9	...	3 7 8	50 0 0	...	...	2 3 0	262 19 1	11 13 2	...
16 18 5	13 19 11	...	3 15 5	12 0 1	...	...	...	389 5 4	25 17 6	100 1 9
8 15 7	16 12 10	...	...	...	...	...	...	330 14 2	148 4 1	711 3 1
838 8 4	1,026 0 8	127 7 11	1,359 7 1	4,580 17 10	72 8 8	13 13 6	316 17 9	26,564 5 4	1,737 1 10	36,096 8 0
6 6 4	18 13 9	...	16 14 1	18 5 11	...	...	0 15 6	298 9 2	15 14 1	458 18 5
3 14 10	17 8 8	...	22 18 3	27 1 9	...	...	3 14 7	291 11 7	...	667 16 11
3 9 0	14 6 9	...	...	...	...	...	1 5 0	454 9 5	...	139 4 8
155 17 1	202 11 0	...	228 15 10	373 10 5	32 13 6	2 5 0	6,501 18 0	14,009 10 6	...	12,224 5 9
1 19 11	24 0 3	...	91 8 3	2,479 18 0	11 4 4	...	28 10 1	3,089 4 1	250 5 6	640 4 0
11 10 2	18 7 3	...	2 8 9	4 7 3	...	...	5 1 2	331 11 9	...	77 10 9
99 6 9	87 17 0	...	155 7 7	194 9 4	1 10 6	0 19 6	13 14 11	2,046 4 4	...	4,136 9 8
10 16 6	29 9 11	16 0 0	39 8 6	54 1 1	...	...	4 0 9	742 13 0	...	1,115 2 2
5 9 8	22 7 8	...	12 16 6	12 3 6	...	...	47 12 1	557 13 7	...	376 5 6
298 10 3	435 2 3	16 0 0	564 17 9	3,163 17 3	45 8 4	3 4 6	6,606 12 1	21,821 7 5	265 19 7	19,835 17 10
6 18 6	8 6 6	...	20 3 6	9 19 7	...	2 12 6	1 10 4	312 2 6	...	604 19 0
4 19 1	1 2 3	...	26 14 6	11 12 9	...	...	1 1 6	419 17 11	66 13 4	751 17 10
10 14 10	37 5 10	...	54 11 8	57 1 8	...	...	2 9 9	989 1 0	150 12 10	1,412 11 11
0 13 9	2 0 0	...	18 15 11	6 17 7	...	...	1 5 0	148 8 5	27 16 6	351 6 2
75 16 2	74 7 5	...	72 0 2	55 1 2	...	...	9 10 9	2,010 4 0	...	2,058 16 2

* Payments to Galashiels (L.) £3072, 17s. 1d. Melrose, £3,118, 3s. 2d. under Boundary Award.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SHETLAND—*contd.*									
Nesting	...	...	29 10 0	450 16 0	...	...	2 1 6	11 19 8	4 19 0
Northmavine	...	...	25 0 0	368 12 10	...	...	2 4 6	22 16 8	25 3 11
Sandsting and Aithsting	...	...	30 10 0	518 5 11	...	...	5 0 4	6 10 3	30 16 0
Tingwall	...	...	23 0 0	523 16 4	...	...	9 8 3	7 12 5	13 11 7
Unst	74 12 11	...	29 0 0	289 11 10	...	...	5 10 4	4 2 0	5 12 6
Walls	158 14 9	...	8 6 6	325 4 4	...	...	2 12 2	8 10 5	26 10 3
Yell	...	...	41 10 0	565 19 5	5 0 0	17 1 2	5 5 0	11 18 8	52 4 11
Total of Shetland	512 10 2	...	374 1 8	5,617 13 11	5 0 0	17 1 2	74 18 3	195 13 10	258 4 6
STIRLING.									
Airth	50 5 4	...	22 10 0	401 13 4	...	...	3 3 3	54 11 5	10 7 2
Baldernock	75 14 2	...	10 0 0	208 12 0	...	...	0 8 0	2 7 7	2 17 4
Balfron	14 8 1	...	17 15 0	357 5 3	...	...	2 17 4	15 12 0	4 1 2
Bothkennar	...	...	23 0 0	517 17 10	...	29 15 0	5 3 2	19 4 4	3 4 3
Buchanan	...	...	15 0 0	202 9 8	...	...	3 6 4	5 8 9	2 6 7
Campsie	298 14 4	...	87 12 0	1,164 15 5	...	...	12 14 9	101 6 10	29 8 4
Denny	...	...	64 6 8	1,449 10 5	...	768 8 8	16 17 2	195 2 7	68 18 3
Drymen	...	...	17 0 0	337 12 6	...	...	4 19 7	6 15 10	7 3 0
Finnich (Comb.)	54 6 7	...	5 0 0	65 8 1	...	...	3 2 1	2 3 7	2 11 3
Dunipace	...	...	20 0 0	368 1 7	...	...	6 8 10	25 0 9	8 9 2
Falkirk (B.)	...	...	236 2 0	3,940 3 11	...	1,143 9 3	34 9 9	505 4 6	217 13 9
Falkirk (L.)	3,602 4 4	...	153 10 10	2,694 7 3	...	2,591 0 8	21 4 10	372 10 8	71 8 6
Fintry	...	...	12 15 0	177 12 0	...	...	2 9 8	3 0 3	1 9 5
Gargunnock	...	...	20 0 0	225 17 9	...	...	0 18 0	11 13 10	3 11 3
Grangemouth	...	...	60 0 0	1,609 2 0	...	...	16 17 2	75 0 0	79 6 7
Killearn	10 19 1	...	16 0 0	293 8 2	...	...	13 0 10	12 14 10	2 9 2
Kilsyth (B.)	...	...	40 0 0	1,191 15 1	...	...	12 6 1	34 14 6	41 8 6
Kilsyth (L.)	237 10 5	...	15 13 2	474 13 0	...	781 3 0	...	1 15 10	7 13 7
Kippen	...	...	26 0 0	661 5 8	...	...	6 1 4	13 15 9	15 11 10
Larbert	...	...	90 0 0	2,126 10 0	...	146 0 8	12 4 1	174 17 11	104 4 10
Logie	...	...	47 0 0	614 15 2	...	563 9 9	12 9 7	42 1 1	36 14 10
Muiravonside	...	...	37 10 0	974 18 11	...	185 2 1	3 14 0	125 12 11	26 8 10
Polmont	...	...	59 10 0	995 12 11	...	...	14 17 6	26 13 2	39 10 6
St. Ninians	135 8 6	...	140 0 0	1,482 15 7	...	...	14 4 11	64 6 5	80 2 4
Slamannan	71 2 8	...	97 18 4	1,360 3 3	...	147 12 4	37 12 5	92 8 10	42 6 10
Stirling (B.)	...	...	175 0 0	3,474 15 3	...	902 10 4	55 5 11	155 6 6	129 7 3
Strathblane	31 7 4	...	21 12 6	389 13 0	...	...	8 3 4	3 17 3	9 1 11
Total of Stirling	4,577 0 10	...	1,530 15 6	27,760 15 0	...	7,258 11 9	324 19 11	2,143 7 11	1,047 16 5
SUTHERLAND.									
Assynt	25 4 4	...	34 11 7	738 11 0	...	...	5 15 4	23 16 7	19 5 8
Clyne	11 18 0	...	21 6 0	564 3 11	...	...	1 2 10	3 17 1	8 12 9
Creich	...	...	28 0 0	521 14 3	...	271 0 0	3 13 11	10 7 11	24 14 11
Dornoch (incl. B.)	...	...	30 0 0	708 18 8	...	...	4 17 4	3 10 11	9 5 2
Durness	65 14 10	...	30 11 10	323 3 10	...	...	1 15 8	9 1 5	1 8 2
Eddrachillis	...	...	28 1 0	407 18 10	...	...	7 3 6	17 8 5	6 15 4
Farr	...	...	47 17 6	832 2 3	...	194 12 9	4 4 6	33 13 3	21 0 9
Golspie	...	...	27 10 0	434 14 3	...	810 15 6	7 7 6	8 13 3	14 1 11
Kildonan	23 7 9	...	28 0 0	564 18 10	...	221 1 0	2 14 1	24 17 10	10 11 10
Lairg	...	...	23 0 0	284 11 11	...	116 1 6	12 7 3	2 18 2	15 14 9
Loth	...	...	20 0 0	162 6 9	...	589 3 0	0 18 10	1 17 6	8 1 0
Rogart	...	...	20 0 0	308 18 9	...	...	2 8 2	13 6 0	18 5 11
Tongue	...	...	29 0 0	556 14 6	...	505 10 8	...	28 19 2	4 8 11
Tl. of Sutherland	126 4 11	...	367 11 11	6,408 17 9	...	2,708 4 5	54 8 11	182 7 6	162 7 11

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued.*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
29 1 8	13 16 6	...	46 12 10	22 3 8	...	...	0 2 2	611 3 0	...	1,385 0 4
4 7 6	6 16 0	...	27 7 11	11 16 5	...	...	4 3 0	498 8 9	58 7 3	770 17 7
12 10 2	13 3 11	7 0 9	44 16 2	19 2 7	...	...	20 12 10	708 8 11	17 3 3	1,354 5 7
21 5 2	21 10 8	...	39 19 10	19 11 2	...	...	1 14 4	681 9 9	45 10 0	1,103 9 5
15 7 6	4 3 0	...	34 5 0	13 7 0	...	...	2 5 8	477 17 9	...	1,119 9 1
17 0 2	6 6 10	...	35 0 10	16 0 10	3 19 6	...	6 17 8	615 4 3	...	1,131 10 3
57 0 1	...	...	93 6 7	41 17 2	7 0 10	...	*128 7 9	1,026 11 7	...	2,376 6 2
255 14 7	188 18 11	7 0 9	513 14 11	284 11 7	11 0 4	2 12 6	180 0 9	8,498 17 10	366 3 2	14,420 9 6
24 12 5	37 10 3	...	33 0 4	53 19 8	...	...	16 12 0	708 5 2	...	913 18 9
16 4 10	13 0 0	...	42 17 2	21 1 7	...	...	7 17 10	401 0 6	...	1,272 5 10
10 5 4	22 1 0	...	56 14 2	26 16 9	...	...	4 15 10	532 11 11	...	1,609 9 6
19 17 8	57 17 3	...	83 8 5	120 7 11	...	...	4 7 8	884 3 6	12 15 1	2,276 8 8
13 15 11	9 19 4	...	...	...	...	...	14 17 7	267 4 2	54 2 0	...
42 12 9	130 11 1	...	62 13 11	91 7 7	...	...	54 19 7	2,071 16 7	...	1,839 10 9
304 4 2	134 3 8	...	247 16 3	234 3 9	...	...	35 10 0	3,519 1 7	...	8,436 16 9
3 4 3	17 5 3	74 4 4	46 18 1	48 0 5	0 6 6	...	4 0 11	567 10 8	60 10 10	1,178 19 8
2 19 4	7 18 6	...	8 13 1	8 11 6	0 19 5	...	2 11 5	164 4 10	...	264 6 0
13 17 7	33 18 4	...	72 11 7	59 19 3	...	...	3 14 4	612 1 5	40 6 4	2,013 15 6
412 3 1	497 9 10	...	612 0 9	1,159 9 0	3 8 8	...	†1,064 0 1	9,825 14 7	...	17,296 14 11
174 13 9	330 15 8	...	595 3 3	491 6 4	7 15 6	...	257 9 10	11,363 11 5	...	18,646 10 8
2 19 6	19 11 7	...	15 11 8	19 8 4	...	...	1 10 0	256 7 5	46 9 0	425 15 4
7 8 3	6 17 6	...	7 3 9	10 15 2	...	...	...	294 5 6	55 15 8	194 11 11
241 12 7	152 1 8	...	142 13 11	171 17 3	7 11 1	...	11 13 10	2,567 16 1	687 17 3	3,884 13 3
56 9 1	20 2 0	18 2 8	36 3 6	41 6 6	...	...	17 14 6	538 10 4	...	1,067 18 8
64 15 10	93 12 8	...	173 10 9	169 11 2	...	...	27 7 11	1,849 2 6	93 0 7	4,762 18 1
67 11 8	24 4 6	...	54 16 9	118 14 6	...	...	23 15 11	1,807 12 4	95 18 7	1,492 14 6
27 2 6	38 17 11	...	72 17 10	75 15 6	...	...	1 19 4	939 7 8	97 4 4	2,006 18 2
176 4 8	197 2 4	...	465 7 5	371 11 9	13 17 7	...	38 3 11	3,916 5 2	2 10 2	12,639 11 10
112 16 9	58 1 2	...	107 19 5	682 3 1	10 16 9	...	‡33 12 2	2,321 19 9	186 0 2	2,409 15 11
60 4 10	56 18 8	7 5 1	129 3 10	106 7 6	16 8 10	...	4 19 10	1,734 15 4	...	3,769 4 2
46 11 6	54 7 7	...	111 1 11	127 19 2	...	1 10 0	1 1 9	1,478 16 0	105 14 10	3,143 2 1
74 17 11	95 18 9	...	257 18 6	212 4 8	...	...	14 11 7	2,572 9 2	60 9 2	7,054 17 9
187 8 3	90 3 6	...	119 3 0	181 17 11	...	...	0 19 8	2,428 17 0	...	3,313 13 2
229 4 11	352 11* 3	...	513 18 8	602 2 7	7 3 6	2 11 6	432 2 3	7,031 19 11	459 17 10	14,601 3 5
22 0 6	30 14 5	...	22 8 1	40 7 1	...	3 2 7	14 12 5	597 0 5	6 11 1	599 17 5
2,415 19 10	2,583 15 8	99 12 1	4,091 16 0	5,247 5 11	68 7 10	7 4 1	2,095 2 2	61,252 10 11	2,065 2 11	117,115 12 8
5 11 9	12 10 0	...	102 18 10	36 8 4	...	...	1 12 9	1,006 6 2	42 11 6	2,754 14 9
37 5 11	22 5 2	...	23 8 9	17 3 2	...	...	4 17 1	715 14 8	17 9 10	643 16 0
111 0 0	21 17 4	...	75 12 10	60 13 0	6 8 6	1 1 6	6 3 0	1,142 7 2	244 10 1	2,633 7 1
56 14 10	22 6 3	...	46 8 10	17 6 2	...	...	0 1 6	899 9 8	77 16 9	1,313 15 10
38 18 5	5 9 9	...	...	...	...	...	10 13 1	486 17 0	29 17 9	...
44 19 0	3 0 0	7 10 0	46 14 2	28 0 0	...	...	...	597 10 3	38 4 11	1,078 0 0
11 9 10	39 3 0	...	79 0 3	36 1 6	18 11 2	...	§88 10 3	1,406 7 0	...	2,474 14 9
2 10 6	21 17 6	...	16 14 8	7 3 8	...	...	29 6 6	1,380 15 3	471 17 7	1,470 2 0
25 11 7	24 9 0	...	37 8 9	32 8 3	...	...	23 8 9	1,018 17 8	24 17 4	1,115 8 6
20 10 10	32 2 7	...	29 14 9	20 19 6	0 4 0	11 2 6	4 2 7	573 10 4	74 18 9	712 16 3
1 4 2	10 10 3	...	10 18 11	10 0 0	...	...	11 6 6	826 6 11	135 1 8	682 0 0
19 12 7	29 10 9	...	28 16 8	18 0 0	...	12 6 7	0 0 2	471 5 7	11 19 8	665 0 0
48 0 7	23 3 5	4 2 0	28 2 6	16 10 0	...	...	4 17 6	1,249 9 3	...	2,356 14 8
423 10 0	268 5 0	11 12 0	525 19 11	300 13 7	25 3 8	24 10 7	184 19 8	11,774 16 11	1,169 5 10	17,900 9 10

* Fetlar and N. Yell, S. B. Overdraft £74, 14s. 9d. Proportion School Rate paid, Fetlar £49.
† Extension of Burgh Boundaries (£750). ‡ Paid Lecropt under Boundary Order.
§ £82, 15s. 9d. Boundary Award to Reay.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1892.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising and Office Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN.									
Glasserton	...	...	25 0 0	380 16 6	...	65 0 0	4 7 0	6 9 8	5 14 9
Inch	62 9 3	...	19 10 0	649 0 6	...	...	1 8 6	11 8 3	9 6 9
Kirkcolm	79 6 6	...	32 10 0	424 16 4	...	...	5 15 0	8 7 8	3 7 7
Kirkcowan	...	...	16 0 0	393 5 10	...	...	2 1 9	9 7 5	2 19 7
Kirkinner	71 17 8	...	23 10 0	573 7 6	...	...	3 5 4	9 16 8	10 14 11
Kirkmaiden	63 5 5	...	30 0 0	609 6 6	...	...	6 9 8	14 11 7	44 7 4
Leswalt	...	...	22 0 0	282 2 6	...	...	1 5 0	2 0 0	11 14 11
Mochrum	...	...	27 0 0	694 1 4	...	...	6 17 0	11 7 6	23 1 11
New Luce	...		10 0 0	222 0 0	...	...	1 10 4	4 17 1	4 12 10
Old Luce	272 5 1	..	30 0 0	771 7 0	...	453 14 11	4 0 10	16 18 1	15 11 4
Penninghame	1 7 8	.	26 0 0	674 15 0	...	...	2 5 2	49 17 6	54 1 3
Portpatrick	...	...	16 0 0	272 0 0	...	...	2 19 0	0 10 3	7 10 0
Sheuchan	...	...	...	* ...	...	...	...	...	...
Sorbie	44 12 11	..	20 0 0	426 14 8	...	...	3 10 0	10 0 10	54 16 6
Stoneykirk	205 3 2	...	32 0 0	704 0 0	...	...	3 2 11	5 15 8	20 8 0
Stranraer (B.)	345 18 11		65 7 6	1,075 19 10	...	133 12 7	11 13 5	39 16 4	48 18 2
Whithorn	...	.	38 0 0	780 6 1	...	...	11 11 0	56 7 4	18 10 9
Wigtown	...	..	20 7 0	633 18 6	...	...	2 17 0	11 10 9	3 7 10
Total of Wigtown	1,146 6 7	...	453 4 6	9,567 18 1	...	652 7 6	74 18 11	269 2 7	339 4 5
Total, Scotland.	78,458 17 5	7 3 3	50,131 9 3	943,005 19 3	39,275 1 3	245,309 9 6	9,717 1 0	47,309 4 0	46,949 16 9
Deduct Balances on 15th May 1892	...	...	...	...	...	...	..	...	...
Net Expenditure	...	...	...	...	...	...	...	...	...

* No School under the Board.

School Boards for the Year ended the 15th May 1893.—EXPENDITURE—*continued*

Replacement of Furniture and Repairs to Buildings and Furniture.	Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3 12 10	19 4 1	...	28 4 11	29 13 7	...	...	5 13 4	573 16 8	...	805 6 4
125 17 11	19 12 0	...	...	...	...	...	3 19 5	902 12 7	...	45 7 7
10 3 0	22 10 1	...	9 17 6	11 13 4	...	...	7 8 0	615 15 0	...	274 8 10
40 18 11	17 14 3	...	23 0 1	30 0 0	...	...	0 0 9	535 8 7	43 10 6	591 0 0
102 2 3	26 1 8	...	16 12 5	20 16 0	...	1 0 0	8 10 1	867 14 6	...	773 11 0
155 16 1	40 15 5	...	147 13 1	77 10 1	...	...	2 2 9	1,191 17 11	26 3 8	4,116 0 7
175 2 6	15 2 8	...	27 9 5	23 17 3	...	1 11 7	2 19 6	565 5 4	...	789 5 8
51 12 10	16 3 3	...	92 4 6	69 17 5	...	3 15 0	12 4 8	1,008 5 5	37 6 3	2,556 3 3
68 12 9	13 8 4	...	10 2 10	31 14 5	...	...	0 15 5	367 14 0	...	294 4 8
75 15 0	52 9 4	...	83 8 10	45 10 11	5 5 0	11 11 0	24 3 2	1,862 0 6	...	2,917 3 2
42 19 6	40 16 4	...	63 18 8	64 19 5	...	4 18 0	5 14 10	1,031 13 4	...	1,830 12 10
5 13 10	9 5 3	...	15 7 3	12 15 9	...	...	1 11 0	343 12 4	111 9 11	424 14 11
...	...	45 0 0	...	...	...	...	...	45 0 0	...	...
27 16 11	20 5 1	...	22 18 2	24 11 10	...	...	28 9 2	683 16 1	...	641 11 0
42 2 9	21 19 6	...	78 17 1	64 2 1	...	15 7 7	3 2 11	1,196 1 8	...	2,311 13 6
142 15 11	74 17 6	...	49 1 2	56 1 2	...	8 6 2	*103 12 1	2,156 0 9	383 4 8	1,220 10 9
89 3 9	27 19 11	...	40 1 5	69 4 10	...	...	9 5 0	1,140 10 1	...	1,083 12 4
8 14 0	20 2 4	...	22 0 5	23 6 8	...	...	17 16 3	764 0 9	9 13 10	611 13 4
1,169 0 9	458 7 0	45 0 0	730 17 9	655 14 9	5 5 0	46 9 4	237 8 4	15,851 5 6	611 8 10	21,286 19 9
71,152 2 6	71,731 7 7	6,017 7½10	129,933 0 5	126,046 19 11	2,611 17 11	2,044 11 4	39,715 12 9	1,909,417 1 11	93,397 19 4	3,744,005 5 4
...	...	...	...	...	...	...	...	78,458 17 5	...	...
...	...	...	...	...	...	...	...	1,830,958 4 6	...	...

* Repayment of grant £32, 4s.

III. SUMMARY of General Abstract of Statements of Income, ended the 15th May 1893, showing the INCOME.

COUNTY.	Balance in hand on 15th May 1892.	Fees.		Grants from Scotch Education Department.			Grants from County Councils, &c. for Technical Education under Local Taxation, Customs, and Excise, Act, 1890.
		School Fees.	Probate Duty Grant for relief of Fees under Sec. 19 (3) Loc. Gov. (Scot.) Act, 1889, and Local Taxation Act, 1890.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.	Grants from Science and Art Department.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	13,224 11 2	2,711 9 11	22,402 4 0	37,444 4 0	256 8 1	1,585 10 10	...
Argyll	1,438 3 3	375 14 8	5,656 14 0	12,877 9 7	75 9 1	411 15 6	321 5 9
Ayr	5,862 18 5	2,002 2 3	17,400 3 0	28,535 7 5	171 6 3	1897 15 10	655 19 6
Banff	2,443 2 0	225 5 3	5,382 0 0	9,040 1 6	945 6 11	171 2 7	50 2 2
Berwick	757 14 1	26 10 9	2,691 12 0	4,715 6 9	72 4 6	12 0 0	4 16 6
Bute	357 6 4	458 7 1	1,146 0 0	2,129 7 0	...	62 3 0	...
Caithness	2,966 19 1	163 0 0	3,121 16 0	6,174 8 5	394 5 4	68 5 6	...
Clackmannan	492 14 2	183 0 4	2,748 18 0	4,711 3 7	...	206 17 6	...
Dumbarton	579 15 0	2,131 13 2	6,970 18 0	13,000 16 9	286 19 10	860 8 4	...
Dumfries	1,326 11 5	261 16 3	5,874 0 0	10,237 14 5	43 17 6	321 10 2	140 8 0
Edinburgh	19,057 1 7	1,309 14 9	26,532 13 0	46,851 5 3	160 8 0	1,625 18 9	859 7 10
Elgin	1,061 3 0	2 3 9	3,560 8 0	6,254 11 6	102 7 0	156 2 4	90 9 2
Fife	10,267 9 3	436 12 5	16,941 6 0	26,954 0 10	1,491 5 11	670 0 11	19 10 0
Forfar	3,365 9 10	5,188 13 1	20,296 15 0	33,833 12 10	914 18 7	2,787 6 4	386 16 4
Haddington	1,349 17 10	96 16 9	3,096 11 0	4,821 2 5	159 6 5	90 2 6	...
Inverness	6,621 9 8	1 7 4	6,085 5 0	12,001 14 9	1095 13 11	147 13 4	50 0 0
Kincardine	1,104 4 7	4 10 9	3,047 8 0	5,015 14 5	93 16 6	200 17 10	449 19 1
Kinross	52 15 0	...	402 0 0	728 19 6	...	23 4 6	...
Kirkcudbright	739 9 7	206 1 7	3,411 0 0	5,948 7 4	...	47 17 6	33 16 6
Lanark	46,068 7 5	18,335 1 0	69,169 16 0	128,077 17 10	1,091 7 9	11,102 1 1	50 0 0
Linlithgow	441 2 7	16 0 9	4,164 12 0	6,698 0 10	...	250 7 4	69 8 11
Nairn	197 0 7	1 0 0	773 8 0	1,300 12 3	108 1 3	9 0 0	...
Orkney	848 2 10	77 3 6	2,436 4 0	4,946 11 3	501 0 0	39 13 0	...
Peebles	114 6 1	8 9 2	1,097 8 0	1,893 18 6	...	39 19 6	...
Perth	4,941 3 4	121 13 3	8,539 16 0	15,365 8 11	...	774 16 6	982 12 2
Renfrew	1,613 12 2	269 19 10	16,245 14 0	30,293 1 3	...	1,708 6 11	...
Ross and Cromarty	3,594 11 3	62 12 3	6,193 8 0	12,258 1 7	1109 16 11	28 17 0	94 2 6
Roxburgh	1,223 3 4	129 5 3	4,292 4 0	7,000 4 8	344 15 8	150 14 6	35 0 0
Selkirk	679 18 11	33 16 2	1,961 18 0	3,490 11 11	...	119 14 0	...
Shetland	379 11 9	48 11 6	1,609 4 0	3,343 8 0	586 14 2	...	...
Stirling	3,669 4 10	443 0 10	9,580 4 0	16,471 10 7	207 17 5	641 18 6	...
Sutherland	785 19 11	...	1,684 14 0	3,238 16 6	43 11 6	37 8 6	...
Wigtown	324 3 8	378 19 9	3,017 12 0	4,685 12 4	...	56 1 0	...
Total	137,949 3 11	35,710 13 4	287,533 13 0	510,339 4 8	10266 18 6	26305 11 1	4,293 14 5

EXPENDITURE, and LIABILITIES of SCHOOL BOARDS for the Year

Total Amount in each County.

INCOME.

Amounts paid to the Treasurers by the Rating Authorities.	Loans Raised.	Endowments.	Contributions from School Boards under Sec. 42.	Amounts received for Books sold to Children.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other Sources.	Total Receipts.	Balance (overdrawn) on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
44,174 3 11	18,886 0 0	3,316 18 5	508 16 4	1,562 1 9	10 15 0	48 3 3	1,057 11 5	147,188 18 1	6,999 6 11
14,946 4 10	2,837 0 0	193 19 6	192 14 0	131 10 4	10 5 0	29 3 1	853 2 2	40,350 10 9	5,483 3 2
26,343 17 0	3,600 0 0	457 14 8	202 15 3	875 13 5	37 15 0	26 11 6	2,251 11 10	90,321 11 4	5,082 8 6
7,817 1 2	2,517 0 0	1,049 1 0	31 5 8	4 19 5	14 17 6	7 4 10	496 3 2	30,194 13 2	1,563 8 1
6,637 10 9	2,100 0 0	0 17 9	38 5 6	33 5 8	0 15 0	3 19 11	100 0 3	17,194 19 5	220 8 5
2,447 6 11	950 0 0	123 14 0	35 18 10	33 2 1	0 17 6	3 18 6	9 6 6	7,757 7 9	637 18 1
5,475 13 1	1,280 0 0	113 18 4	38 9 4	...	3 11 0	39 12 3	264 1 0	20,103 19 4	1,733 4 11
3,430 0 0	4,250 0 0	40 11 1	...	176 13 5	...	1 5 6	126 6 5	16,367 10 0	589 17 10
15,782 14 8	1,850 0 0	144 14 9	807 4 6	81 9 7	13 17 6	3 11 6	950 11 11	43,464 15 6	2,290 2 1
13,413 6 11	2,170 0 0	608 15 8	21 12 9	179 11 2	6 15 6	8 4 9	236 2 8	34,855 7 2	2,515 1 0
83,778 6 7	34,295 0 0	87 19 5	259 6 7	150 4 1	25 15 6	83 11 6	703 14 6	215,780 7 4	1,849 0 11
7,087 7 4	5,050 0 0	630 5 4	510 5 5	13 13 8	...	1 6 2	489 19 2	25,010 1 10	354 15 11
25,957 9 11	11,462 0 0	311 15 3	181 11 6	338 13 3	2 16 0	37 13 6	628 10 6	95,700 15 3	5,439 5 7
44,484 19 7	13,352 0 0	328 11 4	136 8 10	1,196 7 0	7 19 0	13 18 3	680 0 4	126,973 16 4	12,340 14 7
7,002 4 5	850 0 0	395 19 8	274 5 3	...	3 10 0	4 18 6	182 9 9	18,327 4 6	1,254 3 11
11,606 11 7	2,291 0 0	99 17 10	65 9 10	82 17 5	10 2 0	55 1 4	*773 11 2	40,987 15 2	1,687 8 1
6,820 16 9	495 11 4	27 9 6	167 14 7	29 18 4	0 5 0	3 5 9	387 7 10	17,848 11 3	405 1 9
880 0 0	...	15 0 0	14 7 0	0 5 5	...	...	6 16 7	2,123 8 0	100 17 0
7,599 7 1	980 0 0	715 10 10	135 14 5	9 5 9	0 17 6	4 18 5	192 9 4	20,024 15 10	1,495 11 8
152,711 0 1	81,120 0 0	346 10 9	476 11 8	5,334 4 2	154 16 0	183 19 9	2,573 5 10	516,794 19 4	10,676 18 0
7,464 14 5	520 0 0	66 14 4	477 3 2	128 4 1	3 10 0	1 14 5	141 8 3	20,443 1 1	1,931 10 5
1,434 12 11	150 0 0	96 19 4	...	...	...	1 4 3	1 7 6	4,073 6 1	550 1 0
2,218 19 7	1,230 0 0	343 13 3	6 0 0	...	...	6 14 5	147 15 11	12,801 17 9	1,678 1 9
3,569 2 9	...	0 10 5	...	6 12 10	...	0 12 4	104 16 2	6,835 15 9	488 15 1
22,588 9 10	9,942 5 0	506 6 8	379 10 9	48 5 11	0 12 0	15 10 2	2,117 16 4	66,324 6 10	3,702 9 7
35,873 5 11	12,467 0 0	309 1 4	792 17 11	246 9 6	66 12 0	94 18 8	393 13 3	100,374 12 9	4,424 2 10
7,910 8 11	2,341 0 0	120 0 0	37 7 10	51 13 7	11 11 0	38 1 10	†1,867 5 0	35,718 17 8	1,399 12 10
9,718 12 0	775 0 0	14 4 4	100 10 11	8 3 8	1 5 0	8 6 3	3,395 5 0	27,196 14 7	1,104 12 7
3,675 2 1	8,520 0 0	110 0 0	16 0 0	5 2 11	..	4 8 0	3,172 19 10	21,789 11 10	297 15 2
1,628 4 1	...	215 0 0	7 0 9	111 10 8	...	2 2 4	124 16 0	8,056 3 3	808 17 9
19,358 10 4	6,875 0 0	91 11 10	108 12 1	813 4 11	2 10 0	19 15 9	1,045 13 2	59,328 14 3	3,988 19 7
3,675 16 2	2,503 13 6	...	11 12 0	0 18 8	...	5 3 6	150 17 6	12,143 11 9	800 11 0
6,461 17 9	400 0 0	5 15 1	45 0 0	3 18 5	...	0 16 4	18 6 0	15,398 2 4	1,064 12 0
613,973 19 4	236,059 9 10	10,888 12 8	6,080 12 8	11,658 1 1	391 10 0	759 16 6	25,645 2 3	1,917,856 3 3	84,958 18 0

* Including £249, 4s. Probate Duty Grants under Department Minutes of 21st December 1888 and 30th January 1891.
† Do. £1,230 do. do. do.

SUMMARY of GENERAL ABSTRACT of STATEMENTS of INCOME ended the 15th May 1893, showing the EXPENDITURE.

COUNTY.	Balance overdrawn on 15th May 1891.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land.	Erection, Enlargement, and Alteration of School Buildings.	Printing, Postages, Advertising, and Office Charges.	Books, Apparatus, and Stationery.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£ s. d.
Aberdeen	3,089 11 0	...	3,441 1 11	74,516 11 11	2,400 0 0	26,095 18 2	687 5 2	3,746 2 6
Argyll	5,701 14 5	...	1,367 19 4	24,711 1 4	...	2,654 13 9	304 13 3	1,066 2 7
Ayr	4,256 3 11	...	2,460 16 3	51,396 15 11	332 15 8	7,104 2 3	326 2 8	2,261 5 3
Banff	842 11 10	...	690 3 9	17,464 2 8	...	3,209 0 6	151 18 10	682 11 6
Berwick	398 16 6	...	542 8 5	9,688 9 8	150 0 0	1,295 2 0	70 9 10	302 9 2
Bute	665 13 5	...	186 12 0	4,291 5 1	...	878 1 11	36 17 2	208 4 4
Caithness	466 7 8	...	560 13 10	10,621 7 6	...	3,806 10 6	111 8 7	415 19 7
Clackmannan	220 6 0	...	299 2 0	7,662 2 8	...	2,208 19 7	68 6 11	598 3 6
Dumbarton	4,375 5 5	...	1,093 17 4	23,542 0 11	...	1,585 5 10	241 7 6	1,114 10 0
Dumfries	1,845 1 1	...	1,136 3 6	21,234 3 4	40 2 11	2,666 9 2	228 9 1	829 7 6
Edinburgh	2,078 13 9	...	5,014 1 9	91,779 0 7	6,156 5 1	29,872 11 8	1,018 6 7	6,707 15 4
Elgin	846 10 1	...	600 9 4	11,920 16 8	...	4,113 18 7	108 8 1	405 1 5
Fife	8,352 4 8	7 3 3	2,195 3 8	48,159 1 11	81 2 11	13,738 12 0	348 5 8	1,950 9 11
Forfar	5,700 7 10	...	2,686 0 6	69,841 14 10	2,529 15 10	17,791 1 8	751 16 1	3,532 8 9
Haddington	924 11 4	...	583 3 2	10,632 13 5	...	908 2 2	79 11 2	227 15 8
Inverness	2,106 4 0	...	1,381 7 8	21,391 8 0	...	2,517 13 11	331 19 0	979 17 6
Kincardine	473 4 0	...	528 5 4	10,483 15 4	...	965 0 9	88 6 2	324 17 2
Kinross	90 1 4	...	86 0 0	1,526 17 1	...	...	8 12 7	19 6 0
Kirkcudbright	1,263 2 6	...	589 8 0	13,343 14 11	13 0 0	1,526 6 6	90 14 5	441 11 6
Lanark	7,983 6 9	...	13,269 3 0	219,147 16 4	27,566 18 10	79,523 9 3	2,700 8 4	12,955 9 1
Linlithgow	2,331 7 3	...	701 0 0	12,012 19 9	...	811 11 9	91 15 5	683 15 7
Nairn	479 6 2	...	136 11 0	2,769 15 7	...	160 3 1	20 3 9	45 5 10
Orkney	2,087 11 1	...	366 2 4	7,659 19 0	...	1,013 0 3	71 15 6	226 2 0
Peebles	999 5 11	...	195 4 6	4,241 8 0	...	65 2 1	14 7 6	123 6 3
Perth	4,443 2 5	...	1,725 17 6	32,909 8 10	...	11,791 8 9	280 12 3	882 6 9
Renfrew	6,821 7 6	...	3,165 7 4	49,946 14 11	...	11,176 14 6	504 1 9	1,992 16 5
Ross and Cromarty	1,797 9 8	...	1,310 1 3	20,306 16 2	...	2,912 7 2	276 14 2	939 9 5
Roxburgh	1,155 12 9	...	753 17 5	14,610 7 9	...	783 4 0	117 17 0	460 19 11
Selkirk	301 14 8	...	339 13 7	5,838 4 5	...	3,498 12 11	57 0 7	395 1 9
Shetland	512 10 2	...	374 1 8	5,617 13 11	5 0 0	17 1 2	74 18 3	195 13 10
Stirling	4,577 0 10	...	1,530 15 6	27,760 15 0	...	7,258 11 9	324 19 11	2,143 7 11
Sutherland	126 4 11	...	367 11 11	6,408 17 9	...	2,708 4 5	54 8 11	182 7 6
Wigtown	1,146 6 7	...	453 4 6	9,567 18 1	...	652 7 6	74 18 11	269 2 7
Total	78,458 17 5	7 3 3	50,131 9 3	943,005 19 3	39,275 1 3	245,309 9 6	9,717 1 0	47,309 4 0

EXPENDITURE, and LIABILITIES of SCHOOL BOARDS for the Year

Total Amount in each County.

EXPENDITURE.

Rent, Rates, Taxes, and Insurance.	Replacement of Furniture, & Repairs to Buildings and Furniture.	Fuel, Light and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses.	Expenses of Prosecution of Defaulting Parents and Employers of Children.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,035 5 2	4,407 1 10	5,566 9 2	497 17 10	9,105 11 11	7,491 5 10	282 12 1	68 17 3	3,064 8 4	147,496 0 1	6,692 4 11	275,047 10 6
1,026 2 11	1,499 16 4	1,292 1 8	194 13 0	2,000 17 8	1,993 11 10	314 3 1	31 1 9	489 9 1	44,648 2 0	1,185 11 11	60,926 9 2
1,433 19 0	4,021 3 3	3,250 3 7	160 1 6	5,242 1 4	6,070 4 1	56 15 4	151 16 5	1,317 5 3	89,841 11 8	5,562 8 2	148,713 12 3
589 14 0	988 4 4	1,065 18 2	42 5 8	1,506 5 7	1,296 1 8	53 3 9	28 0 1	492 0 9	29,102 3 1	2,655 18 2	44,814 6 9
243 2 2	434 11 8	657 7 2	...	742 16 4	739 1 9	1 6 2	3 8 6	198 7 2	15,467 16 6	1,947 11 4	21,589 6 7
140 19 7	366 16 3	230 17 2	35 18 10	366 3 10	452 19 3	2 12 6	6 0 0	120 8 0	7,989 9 4	405 16 2	11,192 19 11
533 16 7	804 14 10	543 0 10	22 19 0	1,300 9 2	1,050 11 8	58 6 0	105 3 8	248 10 5	20,649 19 10	1,187 4 5	38,196 5 7
366 16 11	822 19 9	583 5 10	...	690 5 8	758 5 2	12 12 3	2 9 6	1,202 3 11	15,495 19 8	1,461 8 2	22,023 17 10
1,075 7 8	1,981 6 11	1,958 13 4	597 16 7	3,473 1 4	3,186 14 4	59 10 0	42 16 11	569 17 9	44,897 11 10	857 5 9	98,491 9 8
647 0 8	1,903 17 4	1,185 19 6	5 5 3	1,354 12 1	2,029 8 0	118 4 0	101 2 1	831 18 9	36,157 4 3	1,213 3 11	40,430 12 11
6,712 4 5	7,796 16 1	9,255 12 6	246 4 7	14,700 9 11	16,398 13 2	114 8 3	220 16 1	4,759 2 3	202,831 2 0	14,798 6 3	436,316 17 7
594 7 4	643 13 1	909 5 2	510 6 0	1,362 1 8	1,265 13 1	92 5 4	29 18 1	537 9 8	23,940 3 7	1,424 14 2	40,671 13 10
2,066 0 6	3,784 5 4	3,622 11 3	181 2 0	5,363 14 1	5,241 16 9	176 11 9	46 16 7	1,287 2 6	96,602 4 9	4,537 16 1	147,887 14 6
3,664 17 1	6,279 19 8	5,410 1 8	136 9 4	9,172 10 2	8,091 5 7	131 17 7	101 12 3	1,839 10 4	137,661 9 2	1,653 1 9	267,116 17 9
344 8 8	671 6 10	669 0 9	277 5 3	1,262 14 4	1,170 12 5	69 10 2	24 1 3	409 5 7	18,254 2 2	1,327 6 3	35,946 6 9
1,014 12 1	1,915 2 6	935 19 0	88 7 4	2,009 5 7	1,879 2 7	73 14 10	138 13 2	499 17 3	37,263 4 5	5,411 18 10	58,646 1 4
330 2 1	559 10 0	620 15 2	167 14 7	1,184 13 3	982 0 6	122 13 6	5 12 7	362 16 3	17,199 6 8	1,054 6 4	33,392 4 8
59 15 6	113 13 7	95 9 0	14 7 0	52 11 4	78 6 0	...	...	22 18 3	2,167 17 8	56 7 4	1,591 19 0
279 15 4	626 13 5	686 3 1	149 1 10	656 3 6	1,055 10 9	17 10 10	6 16 8	247 1 9	20,992 15 0	527 12 6	19,444 17 3
13,916 1 9	17,211 17 8	19,477 19 9	780 2 1	46,196 2 11	38,205 18 0	336 10 8	467 13 2	5,857 8 5	505,596 6 0	21,875 11 4	1,296,372 16 1
394 3 5	595 0 5	828 6 0	512 14 4	1,051 19 9	1,436 18 2	5 13 9	37 2 6	330 12 8	21,825 0 9	549 10 9	30,112 9 3
83 10 1	109 8 7	177 0 7	...	288 3 10	190 2 4	26 13 6	4 14 9	48 2 11	4,539 2 0	84 5 1	8,516 8 1
240 13 5	577 18 4	455 0 4	6 0 0	326 13 8	208 10 10	16 13 4	3 10 0	270 11 1	13,530 1 2	949 18 4	11,728 7 6
76 2 3	266 16 3	212 19 5	41 1 4	237 4 1	481 6 0	31 5 0	...	103 0 1	7,088 8 8	236 2 2	6,809 16 3
1,202 16 6	2,021 5 10	2,115 14 8	327 10 10	2,847 18 11	2,793 2 9	163 2 6	17 6 5	2,330 15 3	65,852 10 2	4,174 6 3	87,313 1 2
3,939 12 6	3,937 17 10	4,204 4 3	678 3 1	8,108 19 8	5,918 18 1	31 13 9	130 7 4	2,154 14 1	102,711 13 0	2,087 2 7	225,907 9 11
526 4 11	1,409 0 10	760 19 1	37 7 10	1,542 15 5	1,347 18 5	14 14 2	170 19 10	499 14 3	33,852 12 7	3,265 17 11	48,147 15 8
347 4 9	838 8 4	1,026 0 8	127 7 11	1,359 7 1	4,580 17 10	72 8 8	13 13 6	316 17 9	26,564 5 4	1,737 1 10	36,096 8 0
257 7 1	298 10 3	435 2 3	16 0 0	564 17 9	3,163 17 3	45 8 4	3 4 6	6,606 12 1	21,821 7 5	265 19 7	19,835 17 10
258 4 6	255 14 7	188 18 11	7 0 9	513 14 11	284 11 7	11 0 4	2 12 6	180 0 9	8,498 17 10	366 3 2	14,420 9 6
1,047 16 5	2,415 19 10	2,583 15 8	99 12 1	4,091 16 0	5,247 5 11	68 7 10	7 4 1	2,095 2 2	61,252 10 11	2,065 2 11	117,115 12 8
162 7 1	423 10 0	268 5 0	11 12 0	525 19 11	300 13 7	25 3 8	24 10 7	184 19 8	11,774 16 11	1,169 5 10	17,900 9 10
339 4 5	1,169 0 9	458 7 0	45 0 0	730 17 9	655 14 9	5 5 0	46 9 4	237 8 4	15,851 5 6	611 8 10	21,286 19 9
46,949 16 9	71,152 2 6	71,731 7 7	6,017 7 10	129,933 0 5	126,046 19 11	2,611 17 11	2,044 11 4	39,715 12 9	1,909,417 1 11	93,397 19 4	3,744,005 5 4

IV. GENERAL ABSTRACT of Statements of Income and Expenditure of

INCOME.

SCHOOL BOARDS.	Balance on 15th May 1892.	Contributions payable from Common Good of Burgh or other Funds under Section 46.	General Endowments.		Endowments specially destined.	
			(a) Inalienable from the School or from Education.	(b) Alienable from the School and also from Education.	(a) Inalienable from the School or from Education.	(b) Alienable from the School and also from Education.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen	...	504 4 2	...	...	...	164 0 0
2. Arbroath	583 11 9	75 0 0	...	...	278 0 0	...
3. Ayr	112 2 6	97 10 0	...	...	86 9 3	...
4. Dumfries	1 14 7	140 0 0	119 1 6	...	...	...
5. Dunfermline	198 14 3	130 16 8	...	...	...	...
6. Edinburgh	...	888 9 9	...	...	...	...
7. Elgin	243 9 5	134 1 3	...	...	28 2 1	...
8. Falkirk	124 2 11	...	100 0 0	...	...	...
9. Forfar	26 9 3	200 0 0	...	...	138 0 1	...
10. Galashiels	115 11 4	...	...	...	...	...
11. Glasgow	1,344 4 10	570 0 0	...	...	...	...
12. Greenock	760 17 11	145 0 0	...	...	39 16 0	...
13. Haddington	...	43 17 6	...	...	...	...
14. Hamilton	...	11 2 4	...	...	...	53 3 9
15. Irvine	196 9 3	115 0 0	...	...	...	...
16. Kirkcaldy	162 1 5	114 0 0	...	...	151 4 6	...
17. Montrose	...	189 0 0	...	73 5 0	...	...
18. Paisley	264 5 3	60 0 0	...	...	...	117 0 0
19 Peebles	...	100 0 0	...	...	...	...
20. Perth	620 16 3	278 14 4	95 0 6	81 10 9	...	...
21. Stirling	...	232 2 5	179 15 2	3 6 5	72 0 0	...
Total	4,754 10 11	4,028 18 5	493 17 2	158 2 2	793 11 11	334 3 9
Deduct balances in hand on 15th May 1892	...	...	...	...	...	...
Net Income	...	...	...	...	...	...

Higher Class Public Schools for the Year ended the 15th May 1893.

INCOME.

	School Fees.	Amount received for Books sold to Scholars.	Payments out of the School Fund.	Loans raised for Enlargement of Schools.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance overdrawn on 15th May 1893.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	3,747 15 9	0 4 0	1,784 18 3	12,750 0 0	...	518 14 0	19,469 16 2	...
2.	1,244 4 2	...	52 19 9	...	...	1 1 0	2,234 16 8	...
3.	3,221 15 6	...	533 7 5	...	11 9 1	187 2 3	4,199 16 0	...
4.	1,438 17 6	...	203 1 10	...	...	59 1 3	1,961 16 8	...
5.	733 12 1	...	...	...	...	91 17 0	1,155 0 0	165 7 2
6.	3,011 10 6	...	2,155 5 8	...	...	14 0 0	6,069 5 11	370 9 6
7.	826 12 10	...	409 8 9	...	...	...	1,641 14 4	...
8.	706 14 1	2 11 3	150 0 0	...	0 3 11	160 16 0	1,244 8 2	224 0 1
9.	367 2 3	...	73 5 2	...	...	138 6 8	943 3 5	77 1 7
10.	287 3 11	...	47 2 3	...	...	...	449 17 9	...
11.	6,845 13 1	6 12 7	2,354 17 3	...	...	249 5 0	11,370 12 9	...
12.	1,668 4 6	...	775 5 3	...	...	6 14 7	3,395 18 3	...
13.	601 17 3	...	388 1 2	...	...	87 0 0	1,120 15 11	41 0 2
14.	1,046 6 2	...	231 19 2	...	...	153 12 1	1,496 3 6	863 14 9
15.	798 8 5	...	46 9 2	...	...	151 17 0	1,308 3 10	...
16.	590 6 0	...	85 0 4	...	0 2 2	...	1,102 14 5	...
17.	1,410 8 5	...	49 10 0	...	...	1,969 13 4	3,691 16 9	576 5 8
18.	1,374 18 2	...	560 17 11	...	3 1 10	44 0 0	2,424 3 2	...
19.	151 8 9	...	...	...	0 0 3	...	251 9 0	13 19 8
20.	1,449 7 3	...	631 7 11	...	6 2 5	293 18 4	3,456 17 9	468 18 10
21.	1,933 10 0	...	431 16 6	...	...	449 14 10	3,302 5 4	860 19 5
	33,455 16 7	9 7 10	10,964 14 0	12,750 0 0	20 19 8	4,526 13 4	72,290 15 9	3,661 16 10
	...	...	...	...	...	...	4,754 10 11	...
	...	...	...	...	...	...	67,536 4 10	..

GENERAL ABSTRACT of STATEMENTS of INCOME and EXPENDITURE OF

EXPENDITURE.

SCHOOL BOARDS.	Balance on 15th May 1892.	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus, and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen	65 0 1	5,033 15 11	9,399 14 3	115 15 10	344 2 8	195 1 5
2. Arbroath	...	1,458 7 9	...	21 14 8	67 9 0	41 4 9
3. Ayr	...	3,390 19 5	...	8 10 3	98 12 5	16 0 1
4. Dumfries	...	1,677 10 4	...	27 9 9	61 18 11	47 6 9
5. Dunfermline	...	1,085 2 6	...	26 7 2	65 7 9	56 6 9
6 Edinburgh	399 4 8	4,094 11 11	...	178 10 6	206 18 0	325 8 1
7. Elgin	...	970 16 0	...	14 1 0	56 12 11	20 9 6
8. Falkirk	...	1,166 11 7	...	49 13 2	154 5 0	32 7 6
9. Forfar	...	945 13 5	...	17 19 6	18 15 6	3 1 11
10. Galashiels	...	287 3 11	...	...	20 11 0	...
11. Glasgow	...	6,971 17 0	...	235 15 10	338 13 8	74 9 10
12. Greenock	...	1,668 18 5	...	33 14 4	131 8 11	102 9 7
13. Haddington	125 8 7	721 14 0	...	23 2 8	63 10 1	33 2 1
14. Hamilton	893 1 3	1,216 2 7	11 11 0	30 13 1	53 5 9	38 16 0
15. Irvine	...	973 0 0	...	33 0 10	8 6 10	32 9 1
16. Kirkcaldy	...	789 17 7	...	8 15 5	37 14 11	32 5 8
17. Montrose	353 10 4	1,363 15 0	335 5 8	69 1 10	103 15 5	80 9 7
18. Paisley	...	1,555 5 9	...	39 16 3	109 2 9	34 4 4
19. Peebles	4 7 3	251 8 9	...	3 1 7	1 0 3	4 4 6
20. Perth	...	2,323 2 5	969 10 4	29 6 2	151 18 1	59 3 6
21. Stirling	932 5 5	2,467 14 11	107 0 0	51 13 10	165 7 9	108 6 11
Total	2,772 17 7	40,440 9 2	10,823 1 3	1,018 3 8	2,258 17 7	1,337 7 10
Deduct balances overdrawn on 15th May 1892	...	...	...	...	...	...
Net Expenditure	...	...	...	...	...	...

Higher Class Public Schools for the Year ended the 15th May 1893.

EXPENDITURE.

	Interest on Loans.	Repayment of Loans.	Rent, Rates, Taxes, and Insurance.	Expenses Incident to Annual Examination.	Printing, Postages, Advertising, &c.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1893.	Liabilities on 15th May 1893.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	313 1 0	221 4 10	153 0 9	...	79 11 4	120 18 1	16,041 6 2	3,428 10 0	18,763 3 4
2.	...	...	20 8 6	1 5 0	15 7 3	10 10 0	1,663 6 11	571 9 9	571 9 9
3.	221 3 6	213 15 0	44 18 11	10 11 3	26 8 0	38 10 8	4,069 9 6	130 6 6	5,898 15 0
4.	...	...	20 9 0	9 18 2	21 1 8	15 1 2	1,880 15 9	81 0 11	...
5.	...	...	10 13 2	...	13 17 5	62 12 5	1,320 7 2	...	165 7 2
6.	151 1 2	114 16 9	194 1 4	...	87 0 1	688 2 11	6,439 15 5	...	4,045 19 5
7.	142 12 7	88 17 5	82 0 [illegible]	...	4 14 7	78 2 [illegible]	1,458 6 10	183 7 6	4,012 8 2
8.	...	...	32 14 [illegible]	...	16 10 9	16 6 3	1,468 8 3	...	...
9.	...	...	7 12 [illegible]	...	14 15 10	12 6 6	1,020 5 0	...	77 1 7
10.	...	...	22 17 4	...	3 14 2	...	334 6 5	115 11 4	...
11.	1,222 15 0	880 0 0	256 16 1	10 11 4	108 13 10	71 8 2	10,171 0 9	1,199 12 0	32,940 0 0
12.	189 19 3	72 2 7	160 5 1	...	41 5 8	82 17 5	2,483 1 3	912 17 0	4,397 12 9
13.	93 16 7	46 2 0	32 18 5	...	15 11 4	6 10 4	1,161 16 1	...	2,514 18 8
14.	16 6 8	16 13 4	20 15 [illegible]	...	12 12 11	50 0 0	2,359 18 3	...	1,813 14 9
15.	9 3 4	...	9 14 [illegible]	...	8 9 5	20 4 0	1,094 7 7	213 16 3	235 0 0
16.	...	...	14 19 9	...	...	...	883 13 4	219 1 1	...
17.	19 10 0	20 0 0	25 9 0	...	23 5 3	1,874 0 4	4,268 2 5	...	1,056 5 8
18.	179 1 0	43 9 6	61 10 1	8 11 0	5 3 0	99 0 0	2,135 3 8	288 19 6	5,336 6 8
19.	...	...	0 8 3	...	...	0 18 1	265 8 8	...	13 19 8
20.	105 13 10	155 9 1	73 6 7	5 5 0	34 18 10	18 2 9	3,925 16 7	...	3,325 14 7
21.	102 18 2	86 10 0	38 1 10	...	30 13 6	72 12 5	4,163 4 9	...	3,736 7 0
	2,767 2 1	1,959 0 6	1,283 0 11	46 1 9	563 14 10	3,338 3 7	68,608 0 9	7,344 11 10	88,904 4 2
	...	...	...	...	...	...	2,772 17 7	...	...
	...	...	...	...	...	...	65,835 3 2	...	...

V. LIST OF PAYMENTS by Town Councils from Common Good of Burghs, or other Funds, under Section 45.

1st, To Public Schools.		*2nd, To Higher Class Schools.*	
Annan	£119 0 0	Aberdeen	£504 4 2
Anstruther-Easter	10 0 0	Arbroath	75 0 0
Banff	110 0 0	Ayr	97 10 0
Brechin	30 0 0	Dumfries	140 0 0
Burntisland	39 5 0	Dunfermline	130 16 8
Campbeltown	20 0 0	Edinburgh	888 9 9
Culross	17 12 5	Elgin	134 1 3
Dumbarton	100 0 0	Forfar	200 0 0
Dunbar	80 0 0	Glasgow	570 0 0
Dysart	50 0 0	Greenock	145 0 0
Forres	110 0 0	Haddington	43 17 6
Kirkcudbright	381 10 10	Hamilton	11 2 4
Lanark	40 0 0	Irvine	115 0 0
Musselburgh	51 10 0	Kirkcaldy	114 0 0
Pittenweem	35 0 0	Montrose	189 0 0
Port-Glasgow	35 0 0	Paisley	60 0 0
Renfrew	223 11 0	Peebles	100 0 0
Rutherglen	40 0 0	Perth	278 14 4
Selkirk	40 0 0	Stirling	232 2 5
Total	£1,532 9 3	Total	£4,028 18 5

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